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ABSTRACT

This report describes a program that was designed to identify and modify disruptive student behavior and improve academic performance. The targeted fifth grade class had been noted for inappropriate behavior and sporadic academic success, with problems documented by teacher observation surveys and self-reporting by students. Probable causes included lack of self-esteem, lack of personal commitment to academic tasks, lack of responsibility, underdeveloped social skills, an inability to set goals, and a lack of completed work (possibly indicating an avoidance of failure). Solutions addressed three main areas of concern: cooperative learning techniques, conflict resolution strategies, and organizational skill development. The emphasis was on identifying individual academic and social skill deficiencies and providing structured activities to strengthen and improve desired skills. As a result of the introduction and frequent use of cooperative learning techniques; the development of organizational skills through the use of assignment notebooks, weekly parent notes and reward times for work completion, goal-setting strategies, and student-selected portfolio materials; and the teaching and practice of conflict resolution strategies, data indicated an increase in academic work output, a decrease in inappropriate behavior, and an increase in a sense of student efficacy and responsibility. (Appendices present data collection instruments and sample lessons. Contains 47 references.) (Author/EV)

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IMPROVING STUDENT ACHIEVEMENT THROUGH BEHAVIOR INTERVENTION

by

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Submitted in partial fulfillment of the requirements for the degree of Master's of Arts in Teaching and Leadership

Saint Xavier University & IRI/Skylight
Field-Based Master's Program

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Abstract

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Site: Winnebago

Date: May, 1996

Title: Improving Student Achievement Through Behavior Intervention

This report describes a program for identifying and modifying disruptive behavior and improving academic performance. The targeted fifth grade class had been noted for inappropriate behavior and sporadic academic success. Most students lived in a middle class rural community in northern Illinois. Identified problems were documented by teacher observation surveys and self-reporting by students.

Probable causes for the problems of the target class were indicated by a survey of fourth grade teachers done at the end of the previous school year. The data suggested a lack of self-esteem, lack of personal commitment to academic tasks, lack of responsibility, underdeveloped social skills, and an inability to set goals. Also indicated was a lack of completed work, which may have indicated an avoidance of failure by students.

Possible solutions addressed three main areas of concern utilizing cooperative learning techniques, conflict resolution strategies, and organization skills development. The emphasis was on identifying individual academic and social skill deficiencies and providing structured activities to strengthen and improve desired skills.

Data indicated an increase in academic work output, a decrease in incidences of inappropriate behavior, and an increase in a sense of student efficacy and responsibility as a result of the introduction and frequent use of cooperative learning techniques; the development of organizational skills through the use of assignment notebooks, weekly parent notes and reward times for work completion, goal-setting strategies, and student-selected portfolio materials; and the teaching and practice of conflict resolution strategies.

Chapter 1

PROBLEM STATEMENT AND CONTEXT

General Statement of Problem

Students of the five targeted fifth grade classrooms exhibited disruptive behavior which interfered with academic growth. Evidence for the existence of the problem included teacher responses to questionnaires concerning academic and social skills and observations of the homeroom teachers of the group over the past five years.

Immediate Problem Context

The total school enrollment of this Northern Illinois rural school site is 205 students with 99.0 percent White, .5 percent Black, and .5 percent Mexican-American. Only six and eight-tenths percent of the students are classified as coming from low-income families. The attendance rate is 93.9 percent for the target school site. The student population shows a six and three-tenths percent mobility rate (School Report Card, 1994).

The targeted elementary school site consists of an older brick building containing five classrooms and three two-classroom modular units. The facilities of the main building include a learning center and computer lab of 16 Macintosh computers. The main building and modular units are used as a fourth and fifth grade center with all fourth grade classrooms being housed in the modular buildings and fifth grade classrooms being located in the main building. There are also a gymnasium, stage, office, and cafeteria located in the main building. The facility is located in a small village six miles from the other schools in the district . This location requires busing of all but two of the 205 students to and from the school site each day.

The certified school site staff consists of: ten classroom teachers; one resource teacher, who services learning disabled and behavior disordered students; one physical education teacher; and a principal. A half-time learning disabilities teacher, half-time Chapter 1 math and reading teacher, band director and music teacher are at the site for part of each day. A school counselor, social worker, school psychologist, and speech therapist are also at the school one day a week and are provided by a multi-district cooperative. The racial and ethnic background of the teachers in the school is 100 percent white. Eighty-six percent are female and fourteen percent are male. The average years of teaching experience of the staff is ten and three-tenths years with 80.1 percent having a bachelor's degree and 19.9 percent having a master's degree. The pupil-teacher ratio is 21:5 for the district (School Report Card, 1994).

The fourth and fifth grades at the target school site have separate programs. The fourth grade consists of self-contained classrooms with homogeneous grouping in math and reading only. The fifth grade program includes reading, math, language arts, computer literacy, science, social studies, physical education, music, art, and band. Fifth grade is departmentalized in that students move to different teachers for science, language arts, social studies, computer skills, composition, and spelling. Students are homogeneously grouped for math and reading. They move to all other classes and participate in art and other activities in homeroom groups of approximately 25 students. A usual day consists of 50 minutes of math and 50 minutes of reading. Other subject classes are approximately 25 minutes in length. Band is provided to fifth grade students four days per week. Music is taught three days per week, and physical education instruction is provided every day.

Worthy of note is the fact that the target grade level class off 117 students was placed in five homeroom groups at the beginning of the study year. The same group of students had been assigned to four homeroom groups the previous year. This change was made due to an increase in student population and class size. The additional class was made possible by the purchase of a third modular unit during the summer of 1995.

Parent involvement in the school and its activities is high. Ninety-six and three-tenths percent of the parents or guardians of students in the school had at least one contact with their child's teacher during the school year. This can be compared with 74.1 percent parent contact in the rest of the district (School Report Card, 1994). The local PTO raised approximately $25,000 in fund raisers during the previous school year. This money was shared between the two elementary school buildings in the district to provide computer lab equipment, library books, class trips, and other products for which teachers requested money to support the regular curriculum. Further curricular financial support is available through a locally-sponsored non-profit group devoted to raising money for the school district through business and private donations.

The Surrounding Community

The local district is located in a rural area approximately five miles from a major metropolitan area. The physical area of the district is 100 square miles and is comprised of one village of 1,840 people, another unincorporated village of a few hundred people, and the surrounding farming areas. A small portion of the larger nearby city is also in the district (U.S. Census Report, 1990). The district consists of one high school, one junior high school, one fourth and fifth grade center, and one kindergarten-third grade building. There are 1,347 students in the district of whom 98.1 percent are White, .06 percent are Black, .08 percent are Mexican-American, and .05 percent are Asian. Eight and five-tenths percent of the students in the district come from low-income families. The attendance rate of the students is 95 percent . The mobility rate is ten and three-tenths percent. Chronic truancy accounts for one-tenth of one percent of the student population. The operating expenditure per pupil in the district is $3,915 (School Report Card, 1994).

The district is known in the area as one which provides a high quality of education. During the past year the high school academic team placed first in a national competition. Two of the past three years this same team placed first among small schools in the state of Illinois. The high school JETS (Junior Engineering Technology Society) team placed first in the state during the past two years. Sports teams are also well-supported. The cross-country team placed first in the state two of the past three years. The district bands are consistently ranked as the top-ranking bands in the Northern Illinois area.

The district employs 79 teachers, 26.7 percent males and 73.3 percent females. One hundred percent of the faculty is white. The average teaching experience for the staff is 13.3 years. Teachers with bachelor's degrees comprise 72.7 percent of the teaching staff while those with master's degrees comprise 26.3 percent of the staff. The average teacher's salary is $32,587.

There is a principal for each building in the district and one superintendent. The average salary of the administrators is $52,735 and the pupil-administrator ratio is 269.4:1 (School Report Card, 1994).

The 1,694 owner-occupied housing units in the district have a median value of $67,750. Renter-occupied units number 421 with prices averaging from $220 to $331 per month. In all of the 2,115 occupied houses, only nine householders are of races other than white. There are 1,493 households with a married couple and 177 households with a female householder, no husband present. Three hundred eighty-two households are non-family.

The larger village in the district had a median household income of $33,125 in 1989. The median family income was $36,544 and the per capita income was $12,888 at that time. Among those 18 years of age and older, the educational attainment in the community shows that only 14 percent of the adult community has below a high school education and 11. 8 percent have a bachelor's degree or higher. Approximately 72 percent have graduated from high school, and a little over 40 percent of the adult population have some college education (U.S. Census Report, 1990).

Table 1

Adult Educational Levels
in the Larger Village

LESS THAN 9TH GRADE EDUCATION	4.3%
9TH TO 12TH GRADE, NO DIPLOMA	10.6%
HIGH SCHOOL GRADUATE	44.6%
SOME COLLEGE, NO DEGREE	21.9%
ASSOCIATE DEGREE	6.8%
BACHELOR'S DEGREE	7.7%
GRADUATE OR PROFESSIONAL DEGREE	4.1%

The community is known to support the school district. Several active parent groups support activities such as music and sports with fund raisers throughout the year. The school district also serves as the area park district since a community park district does not exist.

During the past two years and in part because of the reputation of the school district, the community had begun growing with the addition of 200 new homes. It is possible that 300-400 more homes will be built during the next few years. A prediction has been made by a hired consultant that 60 school-age children would come with every 100 homes. This current and future growth has lead to expansion problems in the school district and consideration of the financial strain on the district's resources is currently an important issue in the district. A referendum to construct new classrooms was held in April, 1995. It did not pass. The district school board is currently discussing what the best solution to the increase in student population will be (J. Bevan, Personal Communication, June 8, 1995).

Regional and National Context of Problem

By far the most serious problems facing U.S. public schools today are poor discipline and the growth of fighting according to the 26th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools (Elam, Rose, & Gallup, 1994). One-fourth of our nation's students do not graduate from high school. According to Glasser, students who are able to succeed often do not try to do so. Approximately 50 percent of our nation's students do not perceive the school as meeting their needs (Glasser, 1986). Savage in his book Discipline for Self-Control cites Baker in noting that eight percent of students surveyed report that they stay out of school one day a month because they are afraid to attend school. The problems of a lack of discipline and student motivation reach through the doors and enter all of our public schools

(Savage, 1991).

The costs of the lack of discipline and student motivation are inestimable. Each year destructively-solved student conflicts result in $200 million spent to repair school damage (Johnson & Johnson, 1991). The estimated annual cost of vandalism in school districts in the United States is greater than $600 million (Savage, 1991). Each month two million students report having had property stolen at school (Johnson & Johnson, 1991).

School districts have hired additional staff members to meet the psychological and academic needs of disruptive students including special-needs teachers, counselors, and administrators. The cost of this additional staff could easily be used to decrease class size or add to other curricular areas were the need to address discipline and motivational problems not so great. In addition to the need for more specialized staff, there is an increasing shortage of teachers in urban areas. The greatest cost of the problem, however, is in the loss of human resources. Students who do not succeed in the classroom are most often unable to achieve in our society, carrying into their adult lives feelings of low self-worth and lack of intrinsic motivation. This loss of so much ability is most assuredly our nation's greatest loss (Glasser, 1986).

By the year 2,000, for the first time in history more than one-half of all new jobs will require education beyond high school. One-third of the new jobs will require a college degree (Raffini, 1993). During the past 15 to 20 years there has been little change in the dropout rate. What has changed is the growing awareness of politicians that "...when students fail to achieve academic competence they create a serious threat to the economic well-being of our country" (Raffini, 1993).

According to Glasser, when we focus on discipline, we ignore the real problem. "Teachers are confronted daily with increasing numbers of students who make little or no effort to learn" (Glasser, 1986, p. 1). The objective then must be to foster motivation, and more specifically, intrinsic motivation, if we are to solve the problems currently facing our educational system.

Charlton and David (1993) in Managing Misbehavior in Schools point out that while the problems are often created outside the school, the solutions must be found within the school. Charlton and David note that when questioned, teachers identify 96 percent of problem behaviors being those which could be classified as small yet irritating. Behaviors such as talking out of turn and hindering others' learning are the types of behaviors that are the vast majority of those which occupy the teacher's time. While the Gallup Poll indicates that a large number of people are aware of the more serious disruptive behaviors, problems like physical destructiveness were reported by only two percent of primary teachers and one percent of secondary teachers (Elam, et al., 1994). While seriously destructive behavior receives much of the public's attention, educators must find the solutions to the other types of behaviors and attitudes which disrupt classrooms each day.

Researchers seem to be continuously telling us that the real issues of discipline are motivation and self-esteem. While there is agreement about the need for reform in our educational system, there is disagreement on how it may best be accomplished. As Raffini (1993) points out in his book Winners Without Losers, while

> ...reformers extol the need for national assessment tests..., they often fail to consider the ramifications of forcing up to half of our student population to accept an inferior or loser identity...for every student whose performance is labeled 'above average'...they must label one 'below

average'. (p. XI)

The common factor in educational reform is the student. Experts such as Kohn (1993), Glasser (1986), and Raffini (1993) agree that our nation's educational system is now organized in a way that creates winners and losers. The goal is to further develop a system in which all students have the opportunity to be winners.

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence

The tools used in documenting the extent of students' misbehavior and lack of motivation included teacher surveys completed by fourth grade teachers regarding student performance from the previous school year and surveys completed by fifth grade teachers during the current school year. (Appendix A) Also taken into account were teacher comments and observations describing student behaviors in past years. Data collected regarding the students included the use of a behavior observation checklist (Appendixes B, C) and self-evaluations by students regarding school performance. (Appendixes D, E)

Teacher surveys regarding student performance for the previous school year were completed during May, 1995, by the four fourth grade teachers involved with teaching the target group. Teacher surveys for the current school year and student self-evaluation surveys were completed between August 28 and September 8, 1995. One hundred nineteen of the behavior observation checklists were completed by the five fifth grade teachers, and one hundred fourteen of the self-evaluation surveys were completed by the students. Data from these checklists and surveys may be found in Appendixes B, C, and E.

Information shown in Figure 1 through Figure 6 summarizes the observations made by teachers about students in the target group during May, 1995, at the end of the students' fourth grade year, and during September, 1995, at the beginning of their fifth grade year.

As seen in Figure 1, of the academic skills primarily affected by ability, student disorganization appeared to be the most significant factor affecting academic performance during May, 1995. Thirty-two percent of the students in the target group were observed by fourth grade teachers to be frequently disorganized.

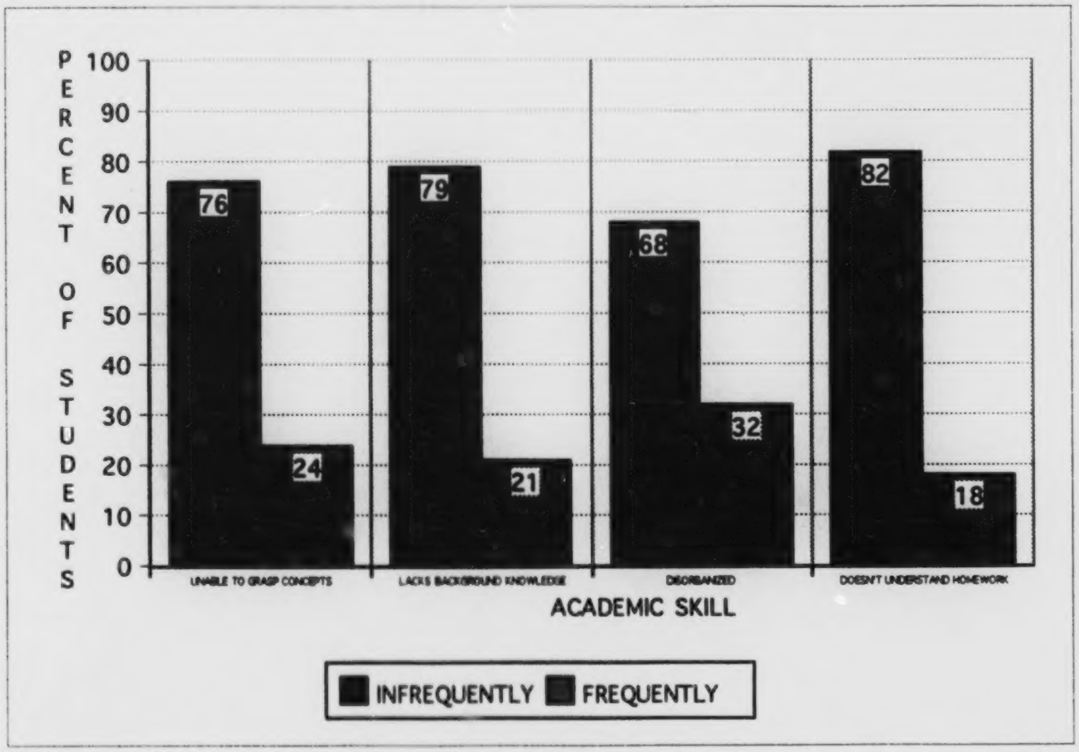

Figure 1

Academic Skills Primarily Affected By Ability
(Teacher Observations, May, 1995)

When responding to the same survey in September, 1995, fifth grade teachers observed 37 percent of the students demonstrated problems with organizational skills. As seen in Figure 2, thirty-five percent of the students appeared to have difficulty in understanding how to do homework. This percentage can be contrasted to the observations shown in Figure 1 that indicate 18 percent of the students were having difficulty understanding how to do homework in the spring of 1995. This difference appears to be due to a significant increase in homework in the fifth grade.

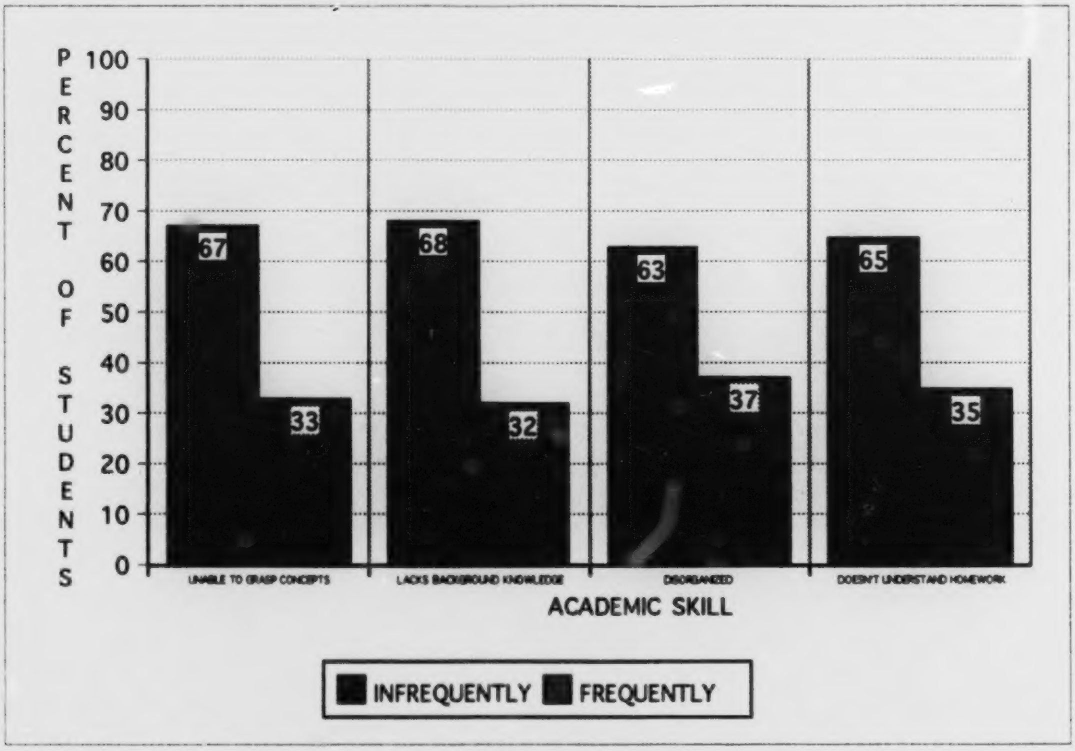

Figure 2

Academic Skills Primarily Affected by Ability
(Teacher Observations, September, 1995)

When analyzing academic skills affected by behavior, evidence points to students' lack of ability to attend to an assigned task. As shown in Figure 3, thirty-one percent of the target group were observed by fourth grade teachers as straying from the assigned task often, very often, or almost always. Twenty-seven percent of the target group appeared to be unprepared for tests, 25 percent did not appear to ask for help, and 23 percent reported to forget homework or say it was somewhere else. As shown in Figure 3, approximately twenty to thirty percent of the students in the target group were observed to have behaviors which affected academic performance.

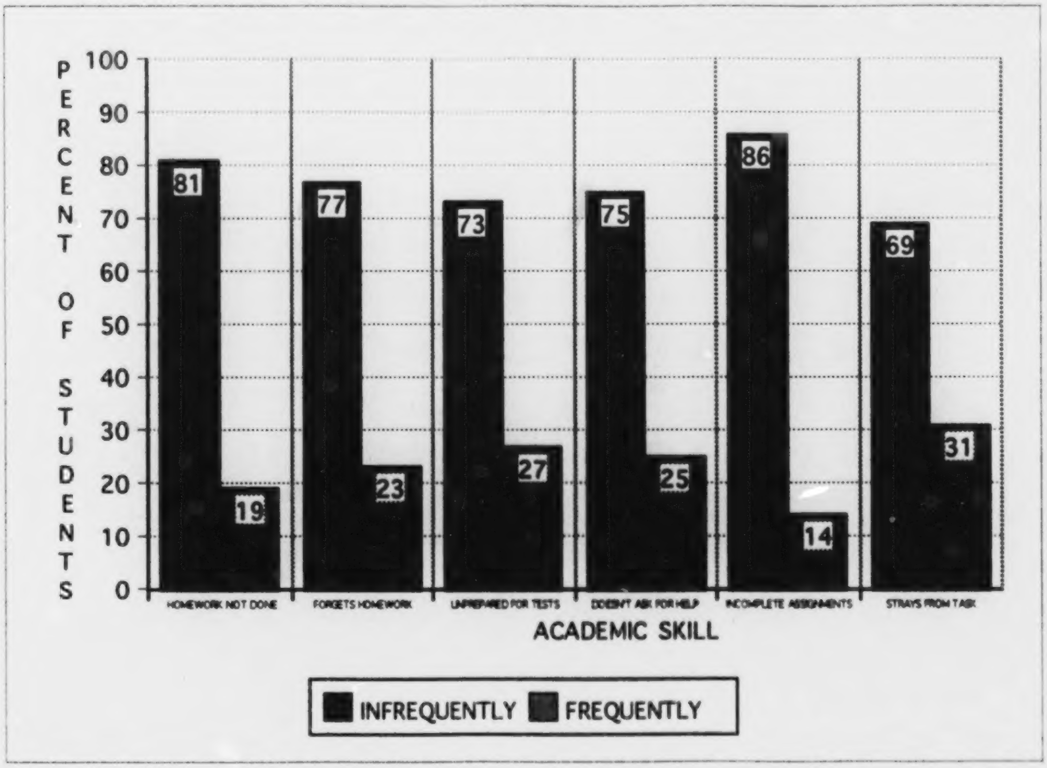

Figure 3

Academic Skills Primarily Affected By Behavior
(Teacher Observations, May, 1995)

Consistent with the fourth grade teachers' findings, the fifth grade teachers reported the most frequent academic skill affected by behavior was straying from an assigned task. Forty-four percent of the students observed were reported as straying from the assigned task frequently. Forty-two percent of the students were observed as frequently not asking questions or seeking extra help. As shown in Figure 4, with the increase in homework given in fifth grade, there is an increase in the number of students who forget homework or say it is somewhere else. Twenty-seven percent of the target group frequently chose not to do homework.

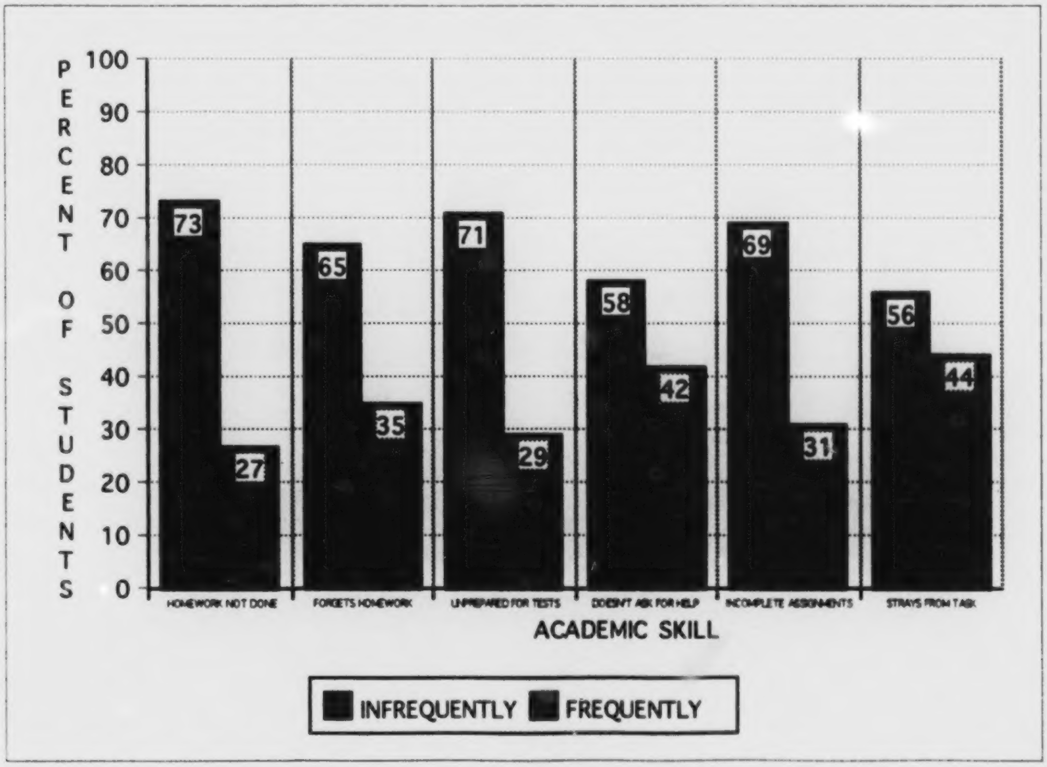

Figure 4

Academic Skills Primarily Affected By Behavior
(Teacher Observations, September, 1995)

Regarding social skills observed by fourth grade teachers in the spring of 1995, the most frequently-reported skill deficit exhibited by the target group concerned teasing classmates. As shown in Figure 5, the target group frequently were observed exhibiting the following: 20 percent teased other classmates; 14 percent broke rules; 14 percent yelled at other students; and 11 percent were reported to fight with other students.

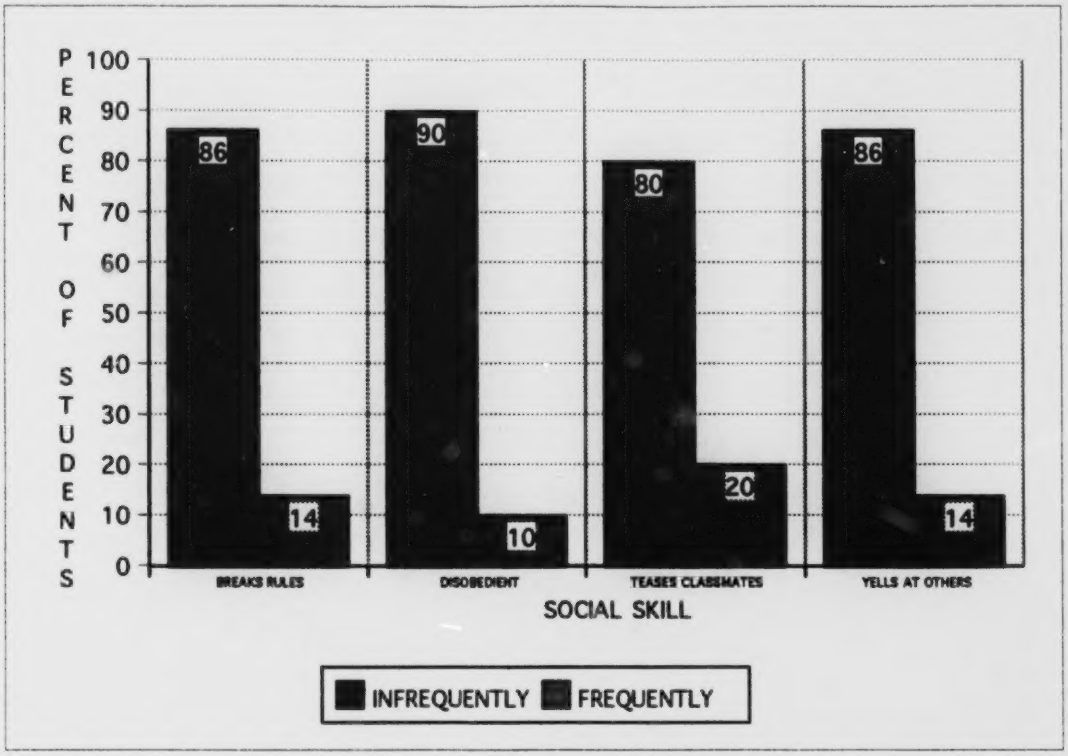

Figure 5

Social Skills
(Teacher Observations, May, 1995)

Figure 6 shows the social skills observations made by fifth grade teachers in September, 1995. As shown in Figure 6, the social skill most frequently reported by teachers as needing improvement was breaking rules.

Twenty-four percent of students in the target group were reported as frequently breaking the rules at the beginning of the school year. Frequent teasing of classmates was observed in 16 percent of the target group.

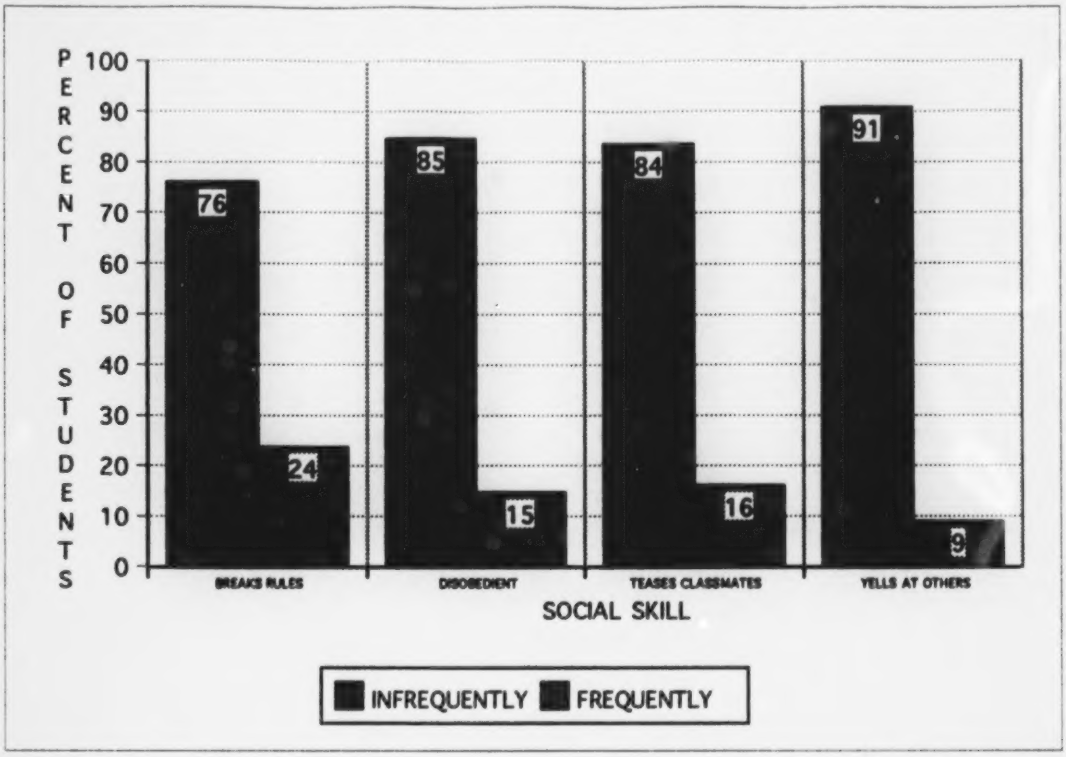

Figure 6

Social Skills
(Teacher Observations, September, 1995)

Students in the target group were asked to evaluate their sense of academic self-confidence. Statements were presented to the students regarding their self-perception of academic ability. (Appendix D) Scores on the five categories ranged from five points for almost always to one point for never. A scale was created with the total possible points being 25. The scores were computed and the results can be seen in Figure 7.

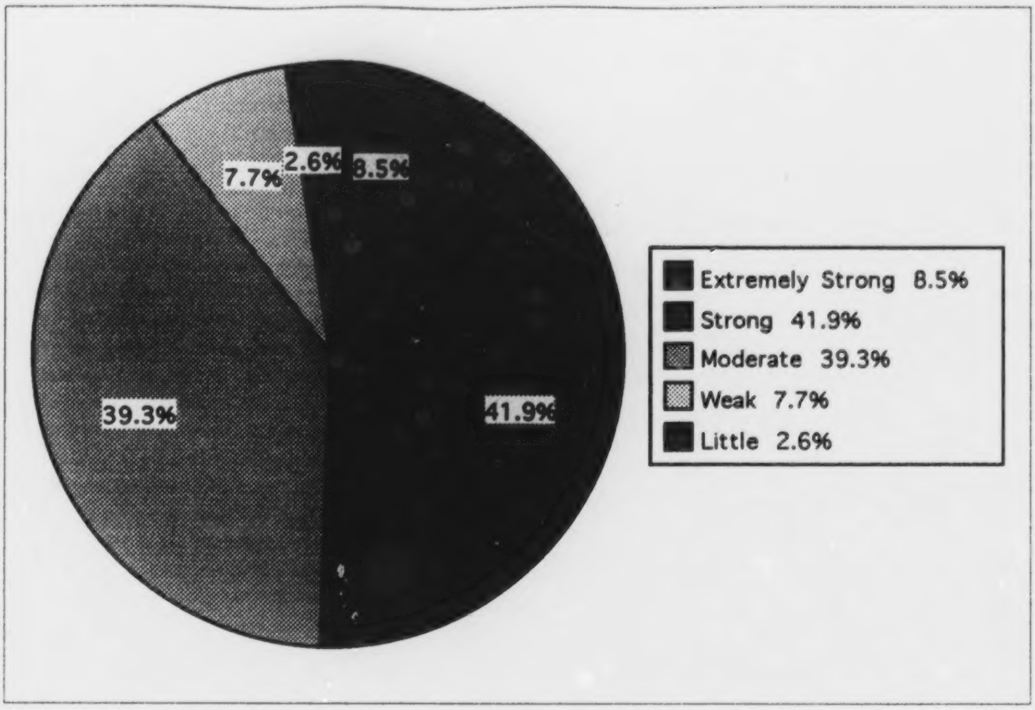

Figure 7

Students' Academic Self-Confidence
September, 1995

The degree to which students accurately self-reported their abilities is questionable. As can be seen in Figure 7, it appears the students' self-perception of their academic performance is significantly higher than the teachers' reported observations shown in Figure 1 through Figure 4.

Students in the target group were also asked to evaluate themselves regarding their academic work completion. Three catagories were chosen for the assessment, and a scale of one to five points was created to report the findings. (Appendix E) As seen in Figure 8, 80 percent of the target group students perceived that they were frequently completing homework and assignments. This may be compared to the findings of the classroom teachers which indicated 73 percent were completing assignments frequently (See Figure 4). Significantly, both students and teachers agreed that between 20 and 30 percent of the students were frequently not completing homework and class assignments.

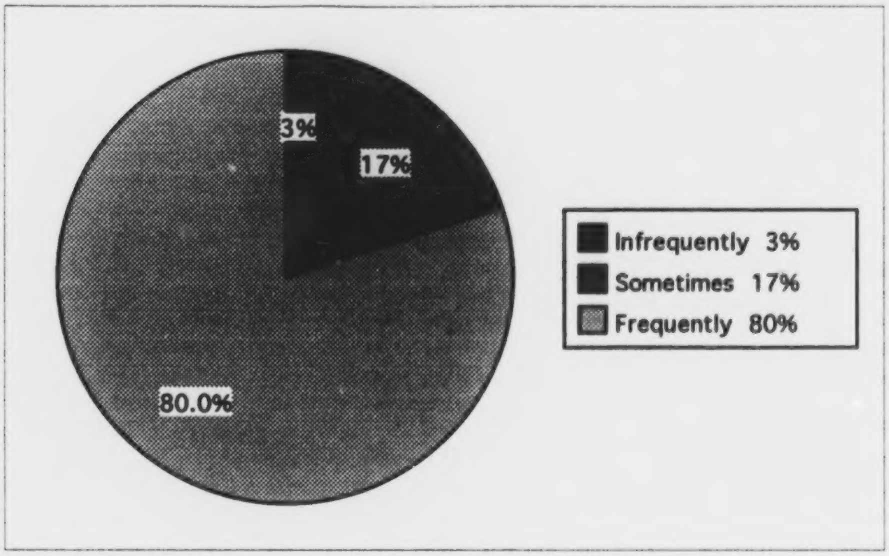

Figure 8

Students' Self-Perception of Assignment and Homework Completion (September, 1995)

In the area of intrinsic motivation and perseverence, students in the target group were asked to evaluate themselves in 11 catagories. (Appendix E) A five-point scale was again used in the assessment with a total of 55 possible points. The data shown in Figure 9 indicates that only 18 percent of the target group were strongly motivated to complete work, while 58 percent were moderately motivated. Since these numbers did not relate strongly with the number of students who perceived themselves as frequently completing academic work, it was probable that much of the motivation to complete work was extrinsic and not intrinsic in the target group.

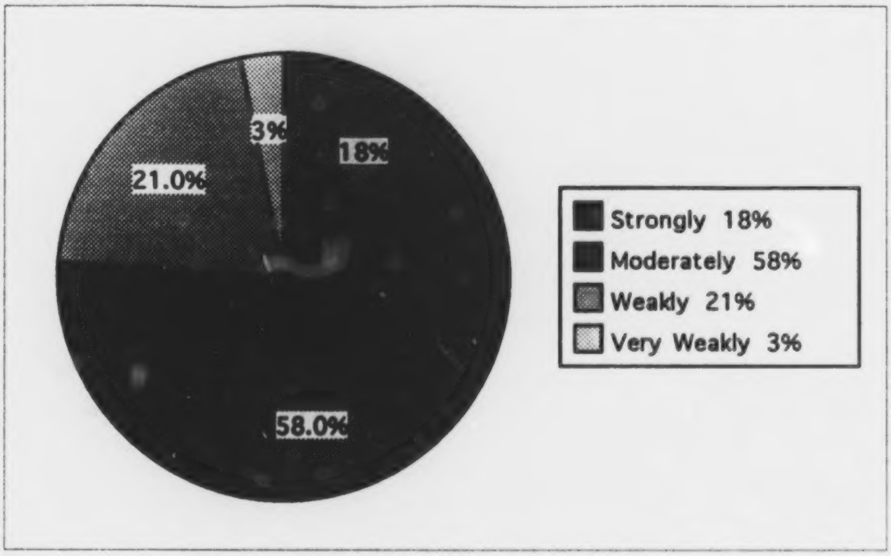

Figure 9

Students' Self-Perceived Motivation and Perseverence (September, 1995)

Probable Cause

Probable causes for student misbehavior and low motivation may be attributed to several factors. These factors include rapid community growth and students' feelings of inadequacy due to high achievement expectations in a community of adults with above-average education.

Increased mobility in the target community is in contrast to a very stable population and low mobility rate in the years previous to 1991. As seen in Figure 10, the school district has increased rapidly during the past four school years. This increasing population has created problems for the local school district. These problems include an increase in class sizes, a reconfiguration of classroom locations, and a strain on school resources.

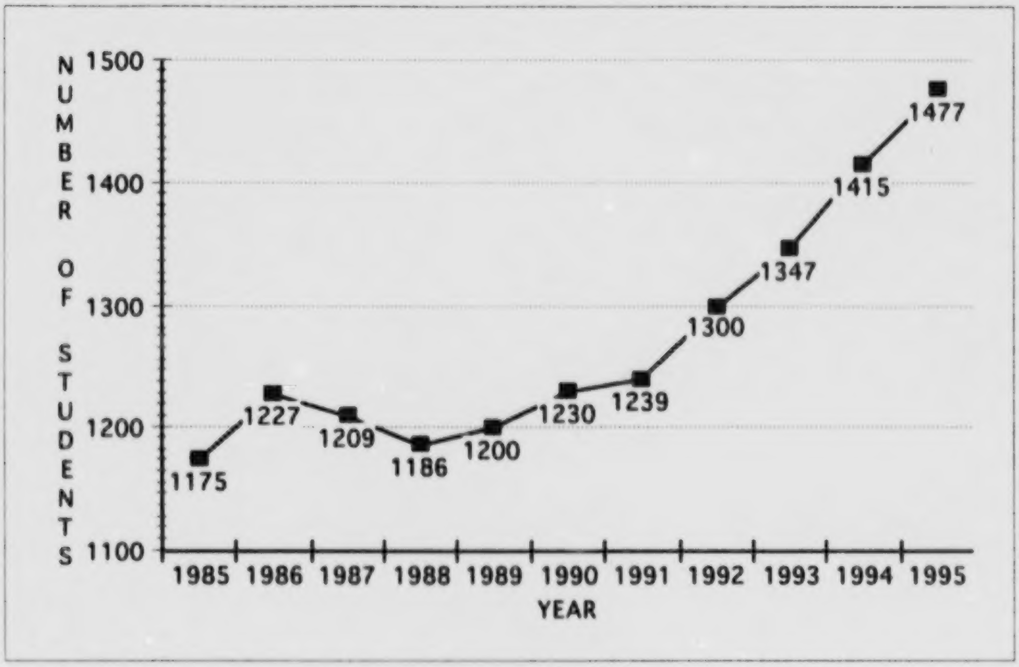

Figure 10

School District Enrollment History
(1985-1995)

As noted in Chapter 1, there is an emphasis on high achievement in the target community. The educational level of the community is high, and there is a history of success in the school district both in the academic and athletic areas. It is probable that the expectation for high achievement creates a level of stress in many students which could affect their behavior and level of motivation in the classroom.

Professional literature suggests several underlying causes for disruptive behavior and low motivation. One of these causes is low self-esteem. When students have developed negative attitudes about themselves in school, the consequence is a loss of touch with their motivation to learn (McCombs & Pope, 1994). Research indicates that the further behind a student is, the less payoff there is to catch up. Teachers can not pressure any student to work if he does not believe the work is satisfying (Glasser, 1986).

Researchers in cognitive theories hold the belief that problems in the affective domain precede difficulties in the cognitive domain (Charlton & David, 1993). Bandura, Covington, and Weiner have found that, "motivation is based on an individual's learned beliefs about his or her worth, abilities, or competencies;...goals and expectations for success or failure; and the positive or negative feelings that result from self-evaluative processes" (McCombs & Pope, 1994, p. 12).

When self-esteem needs for acceptance, love, and physical and emotional security are not met, students feel fear of failure and ridicule (Savage, 1991). As McCombs and Pope concluded in 1994, "Most misbehavior in the classroom is the result of low self-esteem" (p.41).

According to Martin Covington and Richard Berry, students who experience failure often use strategies to protect their self-worth (Raffini, 1993). Students, "...strive to behave in ways that are consistent with the view they hold of themselves. Students who believe they cannot understand math behave in ways that reinforce this perception" (Raffini, 1993, p. 15).

Canfield and Wells (1994) point out that self-esteem is the by-product of accomplishment. Effort affects success. Students need to be rewarded for effort as well as achievement in order to feel success (Canfield & Wells, 1994).

Dinkmeyer and Dreikurs conclude that whatever flaw exists in the personality development of a student is due to the early discouragement of that student in childhood. Children who cannot solve the tasks of life often develop problems in adjustment (Dinkmeyer & Dreikurs, 1963). Regarding students' avoidance of failure, Glasser further states, "...they give up because to continue to try and fail is more frustrating than to gain importance and attention in other ways" (Glasser, 1986, p. 33). Many who are consistently forced to the bottom strata withdraw from the competition. "Refusing to participate in class is an appealing strategy to someone trying to preserve a fragile sense of self-esteem" (Froyen, 1993, p. 136). As Raffini (1993) notes, it is easy to be lousy at something. Then you don't have to do it .

In 1968 Rudolf Dreikurs said, "...Not to belong is the greatest hardship for any human being" (Raffini, 1993, p. 23). Johnson and Johnson (1989) stress the fact that the most important relationships for psychological health seem to be relationships with peers.

Gallagher, writing in 1988, defined social skills as, "...the ability to engage appropriately in interpersonal interactions and thereby gain social acceptance" (Epanchin, Townsend, & Stoddard, 1994, p. 183). Today's changing society creates a situation in which social skills are often not being taught outside the schools. As Johnson and Johnson point out, students are unable to resolve peer conflicts due to a deficiency in social skills (Johnson & Johnson, 1989).

Conflict is a part of social relationships. Conflicts are not only inevitable, they also have value. They can promote intellectual growth, strengthen a sense of commitment, and help an individual change. Having the ability to resolve conflicts enhances employability, is developmentally healthy, and can be interesting (Johnson & Johnson, 1989).

Dreikurs (1964) reported that those who are frustrated in attempts to belong through positive and constructive ways may develop goals and behaviors to meet this need in other ways. The goals of behavior which Dreikurs lists are attention, power, revenge, and withdrawal. Students who use these goals to meet their needs create situations that can lead to conflict within the classroom (Albert, 1989). Most students do not have the skills to manage conflict constructively (Johnson & Johnson, 1989).

Conflict is not just an inner city problem. Students in middle class schools engage in frequent put-dcwns, teasing, insults, playground conflict, disputes about access to objects, physical fights, disputes about who worked hardest, and taking turns (Johnson & Johnson, 1989). Often methods that were used to handle conflicts in the past were unsuccessful. De Cecco and Richards (1974) found that the way conflict was managed by students and teachers did not lower the tension level in the dispute 91 percent of the time (Johnson and Johnson, 1989). Brett Laursen at the University of Minnesota reports that students rarely negotiate conflicts. Conflicts either escalate to destructive forms or students walk away with the conflict unresolved (Johnson & Johnson, 1989).

Educational literature indicates that another probable cause of behavior problems and student lack of motivation is the students' lack of opportunity to set personal goals regarding learning. Borba found that people who write down goals are much more productive that those who don't (Raffini, 1993). In research by Raffini and Hoppe, the importance of goals is further developed. These researchers found, "Feelings of success or failure were independent of actual achievement; they were determined by the goal or aspiration of the individual at the time of performance" (Raffini, 1993, p. 182).

Bandura reported that a student's sense of efficacy influenced his motivation and aspiration to achieve (Raffini, 1993). Research shows that having goals is motivating. It makes it possible for each child to feel success (Raffini, 1993; Wlodkowski, 1984).

Locke, in 1981, found that setting specific goals leads to higher performance than setting vague goals (Raffini, 1993). Stipek (1993) notes that students need to know that the goal of doing an assignment is not just to finish it. Setting goals makes the work being done by the student more relevant and motivating than situations in which no clear goals are set. Goal setting allows students an opportunity to control what they are learning and to set goals which are achievable. As a result, students are able to be successful (Wlodkowski, 1984).

According to Brophy, to be motivated, a student needs to be actively involved in learning (Raffini, 1993). "...the fatal error in education is that we throw answers like stones, at the heads of those who haven't yet asked the questions" (Raffini, 1993, p. 243).

Current conceptions place the primary responsibility for learning on the student (McCombs & Pope, 1994). Students need to be involved in setting personal goals and choosing subjects of interest (McCombs & Pope, 1994; Raffini, 1993: Wlodkowski, 1984). An example of the importance of student interest in learning is found in research by Anderson and others. Results of this 1987 study concluded that student interest in reading material was 30 times more important than the reading level of the material in recall of the information read (Stipek, 1993).

Students need to be involved in planning what they will learn in order to develop a sense of ownership in the learning process. In this way they can construct new knowledge in ways that are uniquely relevant to them (McCombs & Pope, 1994).

There are many underlying causes for misbehavior and lack of motivation in the classroom. Probable causes at the targeted site include a change in the student population and the stress created by the high expectations of parents and the surrounding community. Literature further indicates probable causes to be low self-esteem, avoidance of failure, inadequate social skills development, poor conflict resolution skills, and the inability to select goals and organize learning materials.

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

> "...a good school could be defined as a place where almost all students believe that if they do some work, they will be able to satisfy their needs enough so that it makes sense to keep working" (Glasser, 1986, p. 15).

Glasser defines five basic human needs: survival, belonging, power, freedom, and fun. According to Glasser, if schools focus on discipline they ignore the real problem. In order to be motivating, schools must create immediate satisfaction to the students' basic needs. There must be a payoff to working harder (Glasser, 1986).

Dreikurs identified four ways in which students will attempt to fulfill their needs if they are not being met. These behaviors include attention-seeking, power-seeking, revenge-seeking, and avoidance of failure. When these behaviors are observed and identified, proper intervention can begin (Albert, 1989).

Students have needs to feel competent and have self-determination (Glasser, 1986; Kohn, 1993). "...deprive children of self-determination and you deprive them of motivation" (Kohn, 1993, p. 221). Kohn (1993) identifies three "C's" of motivation: collaboration, content, and choice. When students have more control over work partners, materials used, and methods in which an activity will be completed, they are more motivated. Choice enhances intrinsic motivation (Stipek, 1993).

Information about both extrinsic and intrinsic motivation is found in the current literature. Extrinsic rewards have been used by educators for centuries to get desired results. A monk teaching in the seventh century put leftover bread dough into the shape of praying arms. He rewarded his students with these "petriolas," the Latin word for reward, and invented the pretzels students are still enjoying today (Englander, 1986).

While intrinsic motivation is the goal, "Teachers often find that they must rely on the use of external controls to encourage students to participate in activities that they do not find inherently motivating" (Raffini, 1993, p. 81). Extrinsic rewards have also been found to be valuable with children with severe discipline problems (Raffini, 1993). Classroom reward systems have often been used to train a class to follow rules (Bacon, 1989).

Current thinking leads educators to believe that the greater the level of intrinsic motivation the child possesses, the greater his academic progress will be (Kohn,1993; Lewis, Schaps & Watson, 1995). Kohn (1992) says that competition and other extrinsic motivation tend to interfere with performance. Theories tell us it is naturally motivating to learn when the focus is on personal learning goals. Learning is motivating when there is no fear of failure, when it is personally meaningful, when there is a supporting relationship with the teacher, and when self-determination allows some personal control over the learning process (McCombs & Pope, 1994).

Glasser (1986) theorizes that all behavior arises within the individual, not in outside stimuli. Research has shown that when a task is intrinsically motivating, if extrinsic rewards are given, the presence of the reward can reduce the intrinsic motivation to repeat the task (Stipek, 1993). Lepper and Green found that external rewards had a detrimental effect on internal satisfaction

(Raffini, 1993). According to these experts, tasks which allow development of intrinsic motivation to take place must be increased in planning learning activities in the classroom.

Chernow and Chernow report that if teachers provide choice they, "place responsibility where it belongs--on the pupil" (Chernow & Chernow, 1981, p. 56). To enhance student autonomy, individual goal-setting conferences can be effective. Research indicates that goal-setting is especially effective in increasing academic achievement. Klausmeier noted that individual goal-setting conferences helped students focus on a single goal. This allows the student to measure their progress and maintain interest in the topic. When students state goals clearly, they know what must be done (Raffini, 1993).

Research by Bandura and Schunk shows that students need to set short-term goals which allow them continual feedback and a sense of mastery. Difficult tasks should be broken down, therefore, into shorter units. Goals must be challenging yet achievable to maximize intrinsic motivation (Stipek, 1993).

Wlodkowski (1984) lists seven criteria for setting goals. These criteria require that the goals must be reviewed with the student on the basis of achievability, believability, measurability, desirability, focus, motivation, and commitment.

Another technique which provides students with an opportunity for self-evaluation and personal involvement in learning is the use of portfolios (Frazier & Paulson, 1992). Portfolios provide one method of providing feedback in the student's achievement of goals. A student portfolio is a collection used by the student and teacher to monitor growth in various subject areas. Portfolios can be used as a tool to involve the student in what they feel is important in their learning. They also help establish personal goals (Burke, 1994). "Portfolio assessment offers students a way to take charge of their learning; it also encourages ownership, pride, and high self-esteem" (Frazier & Paulson, 1992, p. 61).

Student individual responsibility includes both academic choices and social choices. Jones says,

> "Being responsible for one's own actions means that patterns of appropriate behavior have been internalized so that a person is self-directing. Individuals not only choose a socially constructive course of action, but they also see that the habitual choice of that action as well as its consequences belongs to themselves" (Jones, 1987, p. 157).

There are logical consequences for any behavior the student chooses (Dreikurs, 1964; Evans, Corsini & Gazda, 1990). Nelson, Lott, and Glenn (1993) offers seven guidelines for ensuring that when they occur, these logical consequences are not disguised punishment:

1. "If it isn't obvious, it isn't logical."
2. "Focus on solutions instead of consequences."
3. "Involve the kids in solutions."
4. "Focus on the future instead of the past."
5. "Make the opportunity-responsibility-consequence connection."
6. "Avoid piggybacking."
7. "Plan consequences in advance" (Nelson, et al., 1993, p. 82-85).

Teachers must recognize that every student possesses positive qualities. "High risk students are trapped in their own hopelessness. Before we can educate them, we must find the keys to unlock the doors that imprison them" (Curwin & Mendler, 1988, p. 62). Teachers must realize that despite misbehavior, students all have qualities which are commendable (Long, Frye, & Long, 1985).

> "...the best approaches for reaching hard to motivate students are those that 'come from the heart.' These are approaches originated by teachers who are able to see the potential mental health and natural motivation in all students, who understand that negative feelings and behaviors come from insecure thoughts, and who realize that they should not take these negative reactions personally" (McCombs & Pope, 1994, p. 380).

Research for the National Institute of Drug Abuse and the Department of Education by Mills and Peck found that the most important common element in successful school programs was the quality of the relationship between the adults and youth (McCombs & Pope, 1994). Insecure beliefs, feelings, and behaviors cover up natural motivation, but these problems can be bypassed by quality relationships (McCombs & Pope, 1994). To start working in school, students who previously have refused to work must first meet a caring school person, and second, have at least one satisfying school class (Glasser, 1986). Mendler states,

> "...some children who have all the odds stacked against them 'make it.' The one thing they have in common: at least one stable adult human being in their lives who cares about them. Most educators are stable, adult human beings" (Curwin & Mendler, 1994, p. 59).

Bendtro and Long have found, "The most powerful restraints on violent behavior are healthy human attachments" (Brendtro & Long, 1995, p. 53). Providing an environment which encourages caring among all members of the classroom decreases aggressive behavior. Students need to be "hooked on helping" (Brendtro & Long, 1995). "Altruism is an antidote to cynicism, encouraging those who 'couldn't care less to begin to care more'" (Curwin, 1993, p. 39).

While teachers can provide a caring environment, they can also teach students to praise and encourage each other. This teaching can be done through teaching students social skills and in using cooperative learning teams. Working in teams also gives students a sense of commitment and responsibility for their own actions (Glasser, 1986: Johnson & Johnson, 1991; Johnson, et al., 1992; Slavin, 1991).

> "Learning in well-functioning groups provides an environment of social support and enhances the chances of academic success; these effects, in turn, help children to develop more confidence in themselves, more resistance in the face of failure, and more of a sense that their fate is (at least sometimes) in their own hands rather than at the mercy of external forces" (Kohn, 1992, p. 204).

Slavin (1991) reports that of 70 studies on cooperative learning, 61 percent found significantly greater achievement in classrooms which were using cooperative learning techniques.

> "Aesop tells a story of a man who had four sons. The father loved them very much, but they troubled him greatly, for they were always fighting with each other. Nothing the father said stopped their quarreling. 'What can I do to show my sons how wrong it is to act this way?' the father thought. One day he called his sons to him and showed them a bundle of sticks. 'Which of you, my sons, can break this bundle of sticks?' he asked them. All the boys tried in turn, but not one of them could do it. Then the father untied the bundle and gave each son a single stick. 'See if you can break that,' he said. Of course, they could easily do it. 'My

sons,' the father said, 'each of you alone is weak. He is as easy to injure as one of these sticks. But if you will be friends and stick together, you will be as strong as the bundle of sticks'" (Johnson & Johnson, 1989, p. 57).

In 1982 Morse noted that effective education requires a conscious direction and cannot be left to random and unplanned efforts (McKinnon & Kiraly, 1984).

Cooperative learning is an effective way to incorporate the social skills which students need to interact (Leming, 1993). As Bodine, Crawford and Schrumpf (1994) state, "cooperative learning assumes that no group member already has the solution to the common problem..." (Bodine, et al., 1994, p.11). Students need to recognize and practice interaction, communication, team building, and conflict resolution (Burke, 1992). Cooperative learning includes positive interdependence for task completion and group roles, face-to-face helpful interaction, individual accountability, social skills, and group processing of how students work together (Johnson & Johnson, 1991; Johnson, Johnson, & Holubec, 1988).

Research shows that students in a cooperative learning classroom express an increase in liking their classmates. Several studies of cooperative learning classrooms also show increases in student self-esteem, increased positive attitudes about school and the importance of academic progress, increased ability to resolve conflicts, and an increased support of democratic values (Slavin, 1991).

Due to the rising incidence of violence in our society, there is a need to teach conflict resolution (Molnar, 1992). Richard Cohen, the director of School Mediation Associates, reports that an average of 85 percent of potentially violent incidents are peacefully resolved through the use of mediation (Williams, 1991)."In fact, it is no coincidence that a majority of the schools recognized as 'safe, disciplined, and drug-free schools' by the U.S. Department of Education's Drug-Free School Recognition Program have strong conflict-management programs in place" (Hereford, 1993, p. 32).

The U. S. federal law states the primary purpose of public education is, "to prepare children for responsible citizenship" (Nelsen, et al., 1993, p. IX). Students need to learn how to build a peaceful climate which involves mediation, negotiation, and problem-solving. (Bodine, et al., 1994; Nelsen, et al., 1993). They need to make their own rules and determine the consequences for those students who do not follow them. Students who make their own rules are more likely to follow them and also develop necessary skills of citizenship (Gathercoal, 1990).

According to Gandhi, "If we are to reach real peace in the world we shall have to begin with children..." (Johnson & Johnson, 1991, p. 1). Children need a shared set of procedures and strategies to manage conflict. Johnson and Johnson (1991) list five steps to teaching conflict management. The first step is to establish a cooperative classroom environment. The second step is to promote intellectual controversies. The third step is to teach the negotiation of conflict of interest. Fourth is to teach students to mediate others' conflicts. The final step is to arbitrate when all else fails. Once students have been introduced to conflict resolution skills, they can be taught methods for mediating peer conflicts (Johnson & Johnson, 1991, Johnson, et al., 1992; Bodine, et al., 1994).

> "Peer mediation involves negotiating disputes and reaching resolutions that combine the needs of the parties in conflict instead of compromising

those needs. It is a way for students to deal with differences without aggression or coercion" (Bodine, et al., 1994, p. 171).

Another learning format in which students can learn and practice conflict resolution is the class meeting (Bodine, et al., 1994; Nelsen, et al., 1993). In this setting, students can practice the skills necessary to express caring in a non threatening environment. The teacher in this situation is allowed to become the facilitator, and the class interacts to solve problems (Nelsen, et al., 1993).

Nelsen, Lott, and Glenn state the purpose of the class meeting is, "to create families and classrooms where both adults and children feel empowered to accept themselves and others and to work for the good of all" (Nelsen, et al., 1993, p. XII). In Schools Without Failure, Glasser refers to this teaching format as the open-ended meeting, in which children are asked to discuss many topics including those related to the curriculum as well as other subjects of interest (Bodine, et al., 1994).

Examples of successful use of the open-ended meeting include programs implemented by Nalle (1994) and Harris and Harris (1992). Nalle (1994) discovered that her third grade class could use class meetings to interactively solve social problems. Harris and Harris (1992) instituted a program developed by Glasser for an entire school (grades K-5) in which multi-age class meetings were used. "BFG's" (Big Friendly Groups) met twenty minutes per day to discuss and learn social skills. Students then moved to "LFG's" (Little Friendly Groups) to continue discussion of what they had learned.

Nelsen, Lott, and Glenn (1993) list eight building blocks for effective class meetings. These include:

1. " Forming a circle."
2. "Practicing compliments and appreciations."

3. "Creating an agenda."
4. "Developing communication skills."
5. "Learning about separate realities."
6. "Solving problems through role playing and brainstorming."
7. "Recognizing the four reasons people do what they do."
8. "Applying logical consequences and other non-punitive solutions" (Nelsen, et al., 1993, p. 31-32).

Peer mediation and conflict resolution may not always resolve the problem. As Johnson and Johnson (1991) point out, if the dispute cannot be resolved otherwise, it is necessary for the teacher to arbitrate. Cooperative discipline, as described by Albert (1989), provides the teacher with the skills necessary to identify the goal of a particular misbehavior and suggests specific intervention techniques to be used at the moment of misbehavior. Albert (1989) suggests five steps in her intervention plan for misbehavior:

1. "Pinpoint and Describe the Student's Behavior."
2. "Identify the Goal of the Misbehavior."
3. "Choose Intervention Techniques for the Moment of Misbehavior."
4. "Select Encouragement Techniques to Build Self-Esteem."
5. "Involve Parents as Partners" (Albert, 1989. p. 15-18).

"Transforming schools into places where all students can hope that reasonable effort will lead to success will be difficult, at best" (Raffini, 1993, p. 5). Students withhold effort and become apathetic when they are unable to hold onto a sense of self-worth by making an effort (Raffini, 1993). Katz, in 1987, suggested educators need to focus on competence. This focus allows all students to succeed (Raffini, 1993). As noted earlier, Dreikurs lists one of the motives of misbehavior as avoidance of failure (Albert, 1989). Glasser (1986) indicates that the more a student's past mistakes are held against him, the harder it is to do well later. "Whoever alters a person's expectations changes his behavior" (Dinkmeyer & Dreikurs, 1963, p. 36). Current research indicates that many competitive practices woven into activities in the classroom create a situation where there are few winners and many losers. Teachers need to decrease the opportunities for failure in the classroom (Wlodkowski, 1984; Raffini, 1993).

In conclusion, the literature shows that the role of the teacher has changed from disseminator of knowledge to that of learning facilitator. Teachers must provide an environment which is emotionally and physically safe and tasks which are related to students' individual abilities and interests. Environments must be challenging while allowing a personal choice and sense of control matched to student capabilities. The classroom climate must provide quality relationships between students and teachers and an opportunity to take risks without fear of failure (McCombs & Pope, 1994; Spann, 1991).

Project Outcomes and Solution Components

The following terminal objectives reflect suggestions found in the professional literature and an analysis of the data collected regarding the target group.

> As a result of the use of cooperative learning techniques, during September, 1995 to January 1996, the target group of fifth grade students will increase academic work output and decrease the incidences of inappropriate behavior as measured by teacher records and journals.

In order to accomplish the terminal objective, the following processes are necessary:

1. Establish home room base groups and task groups. The home room

groups will be chosen by the teacher to be academically heterogeneous . The task group will be chosen according to student requirements.

2. Identify processes to create interdependence.
3. Collect materials for base group work.
4. Identify skills to be taught in base groups.
5. Create lessons for social skills and bonding activities (Appendix F)
6. Establish schedule.
7. Review and prepare lessons in Creating the Peaceable School (Bodine, et al., 1994).

As a result of changed instructional emphasis during the period of September, 1995 to January 1996, the targeted fifth grade students will increase their sense of efficacy and responsibility, as measured by student survey and the number of completed assignments.

In order to accomplish the terminal objective, the following processes are necessary:

1. Establish procedures and timelines to initiate class meetings.
2. Infuse organizational skills into content areas.
3. Establish plans and timelines and create materials to teach goal-setting and the use of portfolios.
4. Implement the conflict resolution procedures outlined in Creating the Peaceable School (Bodine, et al., 1994).

Action Plan for the Intervention

During the duration of the research intervention five teachers were involved in a departmentalized fifth grade program. Three of these teachers designed the action research project. All teachers participated in the procedures described here.

I. Cooperative Learning
    A. Establish base groups.
        1. Determine procedures.
            a. Form groups of three or four students.
            b. Select heterogeneous or teacher- chosen groups.
        2. Prepare materials.
            a. Find and make role cards. (Appendix G)
            b. Make T-charts for social skills. (Appendix F)
            c. Gather materials for group mobiles. (Appendix F)
        3. Discriminate between social skills to be taught.
            a. Practice listening.
            b. Model six inch voices.
            c. Establish that one person talks at a time.
            d. Discuss staying with your group.
            e. Emphasize keeping hands and feet to yourself.
            f. Discuss including all members.
            g. Role play encouraging others.
            h. Explain staying on task.
        4. Teach roles to the students.
            a. Role play a leader.

        b. Role play an observer.
        c. Model a reporter.
        d. Practice being an encourager.
        e. Describe duties of a recorder.
        f. List duties of a materials manager.
        g. Demonstrate duties of an experimenter.
        h. Illustrate the function of a calculator.
        i. Discuss the possibility of other roles depending on the subject taught.

B. Establish task groups.
    1. Determine procedures.
        a. Form groups whose size is dependent on the task.
        b. Select heterogeneous, teacher-chosen, or student chosen groups depending on the task.
    2. Prepare materials.
        a. Have present the T-charts for social skills.
        b. Gather materials related to the task.
    3. Develop tasks which require interaction and interdependance relevant to the subject being taught. (Appendix H)

C. Construct Class Meetings.
    1. Determine procedures.
        a. Form circles.
        b. Practice compliments and appreciations.
        c. Create an agenda.
        d. Develop communication skills.

        e. Learn about separate realities.
        f. Solve problems through role playing and brainstorming.
        g. Recognize four reasons people do what they do.
        h. Apply logical consequences.
    2. Prepare materials
        a. Print class posters for building blocks.
        b. Develop record-keeping procedures for recording suggestions for the agenda.
    3. Identify the content to be taught.
        a. Develop and maintain classroom rules and logical consequences.
        b. Establish sharing and interactions.
        c. Organize daily class meetings using lesson plans in Creating a Peaceable School (Bodine, et al., 1994) supplementing with Teaching Students to be Peacemakers (Johnson & Johnson, 1991). (Appendix I)

II. Organizational skills development.
  A. Establish procedures for filling out assignment notebooks.
    1. Provide assignment notebooks for students. (Appendix J)
    2. Prepare and present overhead transparency for assignment notebook format. (Appendix K)
    3. Set rules for assignment notebook daily completion.
  B. Determine procedures for selection of materials for portfolios.
    1. Provide materials.
    2. Provide time for portfolio development by the

students each week.

C. Formulate procedures for goal-setting.

   1. Make graphic organizer for students showing steps necessary for goal setting. (Appendix L)

   2. Select and prepare materials for goal setting.

D. Establish procedures necessary for conflict resolution.

   1. Introduce steps to negotiate.

   2. Introduce basic rules for mediating conflict.

   3. Explain plan for maintenance of improved behavior.

   4. Plan for a weekly review of conflict resolution skills.

   5. Prepare forms for Creating a Peaceable School (Bodine, et al., 1994) lessons on conflict resolution. (Appendix I)

III. Teacher intervention.

A. Prepare a Weekly Schedule outlining steps in the intervention. (Appendix M)

B. Become familiar with misbehavior goals and intervention strategies suggested in A Teacher's Guide to Cooperative Discipline (Albert, 1989).

C. Design a Friday schedule for rewards for work completion and organization skill remediation. (Appendix N)

C. Reorganize schedule to include class meeting time.

D. Set up behavior sheets to use for recording individual behavior incidences. (Appendix O)

E. Prepare weekly parent forms regarding completed work. (Appendix P)

Methods of Assessment

The results of the intervention will be assessed using data collected from teacher observations, student self-evaluations, and behavior and weekly work completion checklists. Portfolios will be checked weekly for entries and monthly for content. Goal setting conferences will be held biweekly and recorded on student goal setting chart.

The three teachers involved in the action research project will meet weekly themselves and biweekly with the additional two fifth grade teachers to determine the success of the cooperative learning strategies and the progress of the conflict resolution plan

Chapter 4

PROJECT RESULTS

Historical Description of Intervention

Two major objectives were incorporated within this project. The first objective was to increase academic work output and decrease the number of incidences of inappropriate behavior. The second objective was to increase the students' sense of efficacy and responsibility. To achieve these objectives several procedures were implemented. These procedures included cooperative learning techniques, conflict resolution strategies, and organizational skills development.

At the beginning of the school year, teachers established base groups of four to five students. Groups were heterogeneous and were chosen by the homeroom teacher. Student groups were reassigned at the beginning of each quarter and were maintained throughout the intervention. Group bonding activities were developed for use with the base groups and included the making of a group mobile at the beginning of the nine weeks. Other bonding activities included the creation of a group name, writing a group song or cheer, the creation of a group advertisement, and interviews with group members using Venn diagrams. Examples of these activities may be found in Appendix F.

Social skills such as listening, using six-inch voices, and staying with the group were taught and practiced using the established base groups. T-chart graphic organizers and role-playing were used to present different necessary social skills. Skills were displayed throughout the intervention on a large poster in each classroom, and T-charts identifying the characteristics of specific skills were displayed in classrooms and referred to throughout the intervention. Examples of these posters and displays are in Appendix Q.

One component of teaching social skills was the development of classroom rules and consequences by the students. During the first week of school, students brainstormed possible rules in their base groups and shared the rules with their homeroom class. Each homeroom then revised and selected five rules which they believed to be the ones necessary to guide daily order during the school year. Six representatives from each homeroom were chosen. A meeting of the six representatives from five homerooms was held during two lunch recesses to determine the rules which would be used by the entire fifth grade for the school year. After five rules were selected and revised, the same process was used to determine consequences that would be possible in the event that a rule was broken. A copy of the rules and consequences can be found in Appendix R.

Roles such as group leader, encourager, and recorder were introduced, modeled, practiced, and used throughout the intervention. Two roles were introduced weekly during the first four weeks. These are identified in the Weekly Schedule found in Appendix M. Cooperative learning techniques were used in each academic area on an average of twice a week during the intervention. As new academic tasks were introduced, students were required to use new roles appropriate to the particular subject and task. Task groups were formed for specific goals in various academic areas throughout the school year. Examples of task group activities and their products are found in Appendix H. Roles and social skills were reviewed by the individual teacher as needed during the intervention.

Three classroom procedures were established to develop student organizational skills. These procedures included completion of a daily assignment notebook which was provided by the school district, selection of materials for a portfolio, and the establishment of goal-setting records and evaluative discussions for each student. During the first week of school procedures were established for filling in and checking the daily assignment notebook. Although original plans for maintaining a peer daily assignment notebook checker for each base group were established, these plans were not continued throughout the intervention due to factors including students' maturity and time constraints. It was found that homeroom teachers could more accurately and quickly check for completion of the assignment notebooks during a ten-minute period at the end of the day than could students. Examples of assignment notebook pages can be found in Appendix J.

Goal-setting procedures were discussed with homeroom classes during the second week of the school year. Individual students were given goal-setting folders and a biweekly rubric which was kept by the individual students during the intervention. (Appendix L) Original plans called for individual conferencing with each student regarding goal-setting. This was replaced after approximately three weeks with whole-class discussions regarding individual goals. This change was necessary due to time constraints. Also, students appeared to benefit when they heard other students' ideas regarding individual goals. It also provided students some feedback regarding their goals each week. Discussions were planned on a weekly basis, although this was not always possible due to unexpected schedule changes.

Portfolio procedures were presented in homerooms during the fourth week of the intervention. A group discussion was conducted regarding how to select materials for individual student portfolios. The recommendation was made that students choose one item from each class during a week to place in their portfolios.

Conflict resolution skills were introduced to homeroom groups weekly, using lessons found in Creating the Peaceable School (Bodine, et al., 1994). Lessons were followed chronologically although the pace of the lessons was far slower than anticipated. The original action plan for the intervention outlined a weekly schedule of lesson plans in each of the target areas. (Appendix M) As class meetings and conflict resolution strategies were discussed, it was discovered that more time was necessary to develop conflict resolution concepts than had originally been planned. Additional group activities were included and focused on working cooperatively without conflict. Examples of activities can be found in Appendix I.

Before the beginning of school, scheduling changes were required to provide class time to accomplish the terminal objectives. The reorganization of the fifth grade Friday schedule allowed for a reward time for students who had completed class work and homework during the week. The new schedule also allowed for additional class meeting and goal-setting times. In order to record incomplete assignments, a clipboard listing individual students and their overdue assignments was kept for each homeroom during a week. A student in each homeroom was assigned the duty of carrying the clipboard to each class. Examples of these clipboard records may be found in Appendix S.

Each Thursday after school teachers prepared parent notes regarding complete and incomplete work. These notes were given to students on Friday mornings and taken home at the end of the day. Notes with a required parent signature were returned no later than Thursday of the following week. Two types of note forms were made, one for students who had completed all of their work and one which listed incomplete assignments. Two colors of paper were used to identify the two different types of notes. Examples of these can be found in Appendix P. Students who had completed all work by Thursday evening were given a thirty-minute "Fun Friday" time at the end of the day on Friday. A choice of activities including games, films, computer time, and playing outside during good weather was provided. Students who had not completed their work by Thursday evenings were required to attend a study hall during the Fun Friday time period. Work completed on Friday was marked off of the Friday notes and initialed by a teacher. If all required work had been completed before Friday study hall, students were to attend the Friday study hall and read quietly but were not allowed to attend Fun Friday activities.

Several intervention strategies for modifying student behavior were used during the intervention. Time-out sheets gave students the opportunity to focus on the problem and its solution. As shown in Appendix O , these sheets required students to make a plan to handle the problem in a different way in the future. Plans were signed and dated by the students. Following the use of time-out sheets, contracts written by the students elaborating on what behavior was required and how they were going to achieve this behavior were implemented. Individual student conferences were held at the lunch recess time to complete the contracts which were approved by the teacher. (Appendix T)

Another strategy used during the intervention was a daily and weekly checklist. Students observed as having extremely inappropriate behavior or chronic problems with work completion were required to carry the checklist from class to class each day. Teacher signatures and comments concerning behavior and homework were required at the end of each class period. Checklists went home for parent signatures and were returned to school each day. For examples of these, see Appendix U.

Two-minute interventions were another technique used to modify student behavior. During these interventions, individual students were chosen for one-to-one discussions on non-school related topics. Interventions required daily conversations with the targeted student for a period of two weeks. Behavior and work completion improvement was seen in all cases where the intervention was used. For specific details on the methods of the intervention and comments regarding specific student interventions, see Appendix V.

Presentation and Analysis of Results

In order to assess the effects of cooperative learning techniques, conflict resolution strategies, and organizational skills development, data was collected before, during, and after the intervention.

Teacher surveys regarding student performance during the current school year were completed during the the week of March 25, 1996. One hundred twenty-two teacher evaluations of student performance surveys were completed by the five fifth grade teachers. (Appendix W) Information shown in Figure 11 through Figure 15 summarizes observations made by teachers at the end of seven months of the intervention and compares these findings to observations made before the intervention. Data regarding these findings is located in Appendixes B, C, and W.

As seen in Figure 11, of the academic skills primarily affected by ability, student disorganization continued to be the most significant factor affecting academic performance. When observed in March, 1996, twenty-nine percent of the students in the target group were observed by fifth grade teachers to be frequently disorganized.

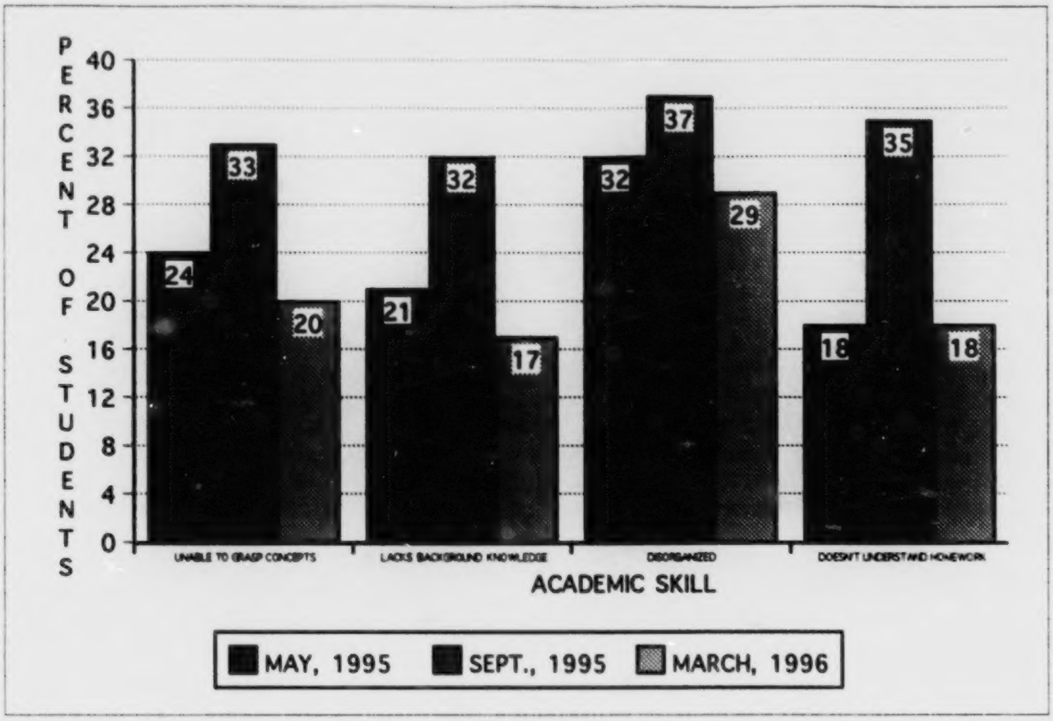

Figure 11

Frequently Observed
Academic Skills Primarily Affected By Ability

As shown in Figure 12, the percentage of students demonstrating problems with organizational skills in March, 1996, can be contrasted with the observations made by teachers in the spring and fall of 1995. The number of students observed as frequently disorganized went from 32 percent in the spring of 1995 to 37 percent in the fall of 1995, and was seen as 29 percent in the spring of 1996. Because of the increase in movement from one departmentalized class to another in the fifth grade, it could have been anticipated that an increase in disorganization would have been observed. Because organizational skills improved, we believed the techniques used throughout the intervention to improve these skills to be successful.

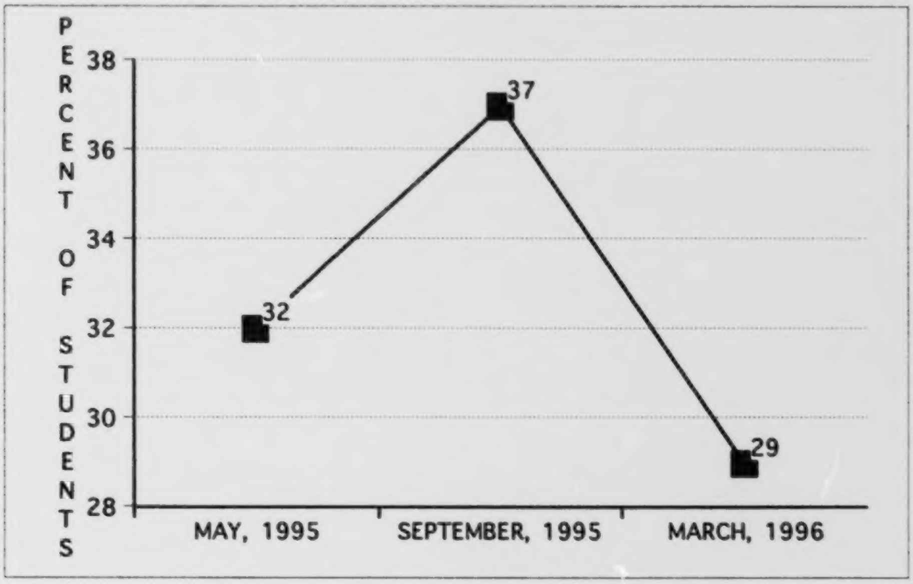

Figure 12

Students Observed As Being Frequently Disorganized

As shown in Figure 13, at the beginning of the fifth grade year, 35 percent of the target group appeared to frequently have difficulty in understanding how to do homework. This percentage can be contrasted to 18 percent of the students in March, 1996, and 18 percent in May, 1995. Since the percent of students not understanding homework was the same in the spring of both fourth and fifth grade, we suspect that this number represents the percentage of students in the target group who consistently have difficulty understanding the information presented. The additional 17 percent in the fall could be attributed to the increase in confusion caused by the completely departmentalized curriculum in fifth grade and the adjustment necessary by students to the methods of different teachers. Seventeen percent of the students appeared to have the ability to adjust to new homework demands, while the original 18 percent were still unable to understand homework.

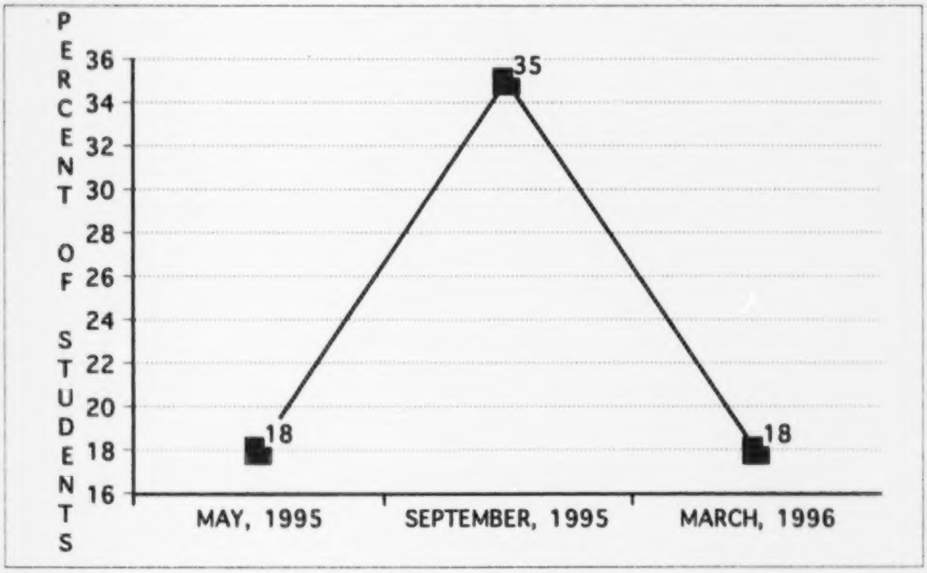

Figure 13

Students Observed As Frequently Having
Difficulty Understanding Homework

In the area of student ability to grasp concepts, Figure 14 indicates a decrease during the school year in the number of students who were frequently unable to grasp concepts. As shown in Figure 14, at the end of fourth grade, 24 percent of students were observed as frequently having trouble understanding concepts. This number increased to 33 percent of the students in the fall of

1995 and dropped to 20 percent in March, 1996. It would appear that as the school year progressed a larger number of students was able to comprehend the concepts presented.

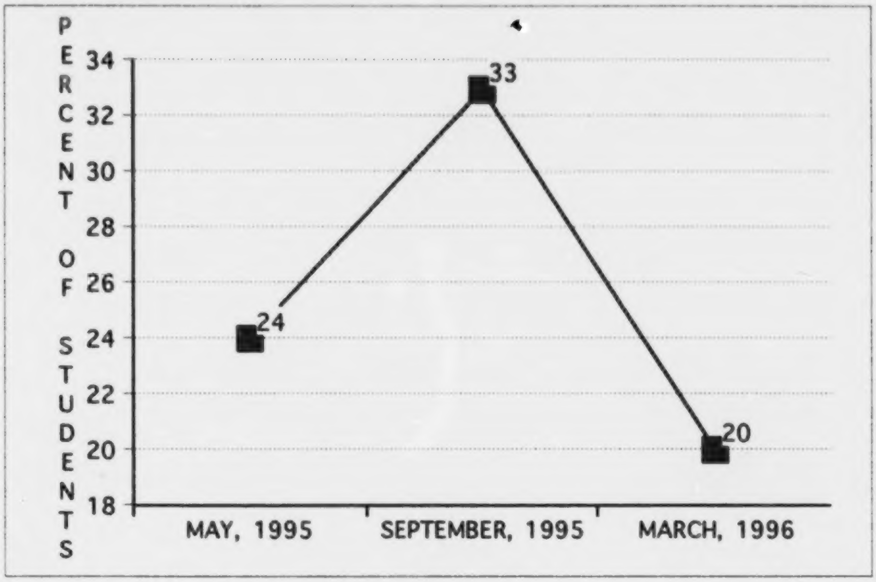

Figure 14

Students Observed As Frequently Having
Trouble Grasping Concepts

When comparing student lack of background knowledge, 17 percent of students were observed as lacking the background knowledge necessary in the spring of 1996. As shown in Figure 15, this is in contrast to 32 percent in the fall of 1995 and 18 percent in the spring of 1995. Once again, it would appear as the school year progressed the percentage of students who were able to gain the necessary background knowledge to succeed during the school year remained quite similar.

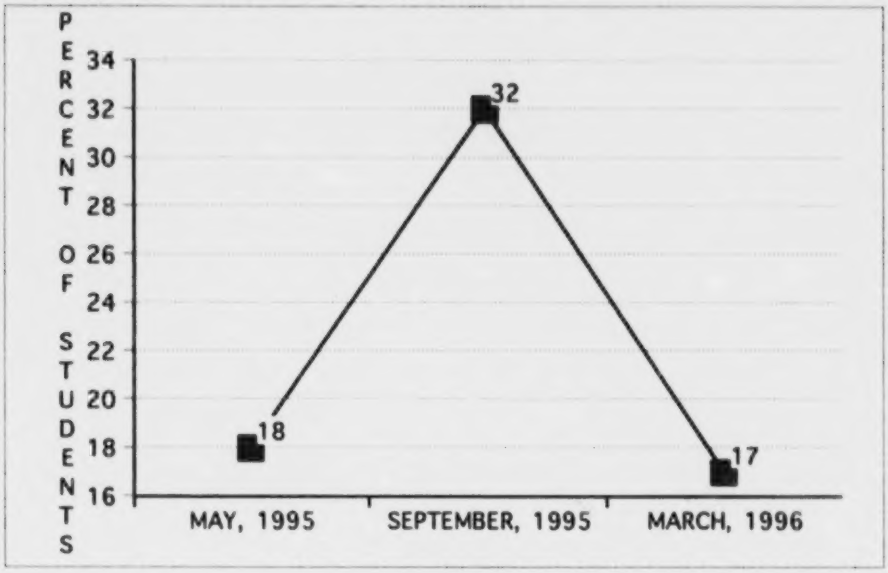

Figure 15

Students Observed As Having A
Lack Of Background Knowledge

Of particular note, we believe, is the strong relationship between the number of students observed to have certain academic skills in the spring of 1995 and the spring of 1996. As is shown in Figure 11 through Figure 15, when percentages of students perceived to be having difficulty in a particular area primarily affected by academic ability were contrasted respectively from the spring of 1995 to the spring of 1996, numbers were remarkably close. As these percentages are based on ability, their lack of change is not surprising and appears to indicate that the observations made by two separate groups of teachers one year apart were highly reliable. A second indication from the data is that those students who were capable appeared to learn the necessary academic skills of the fifth grade level as the year progressed.

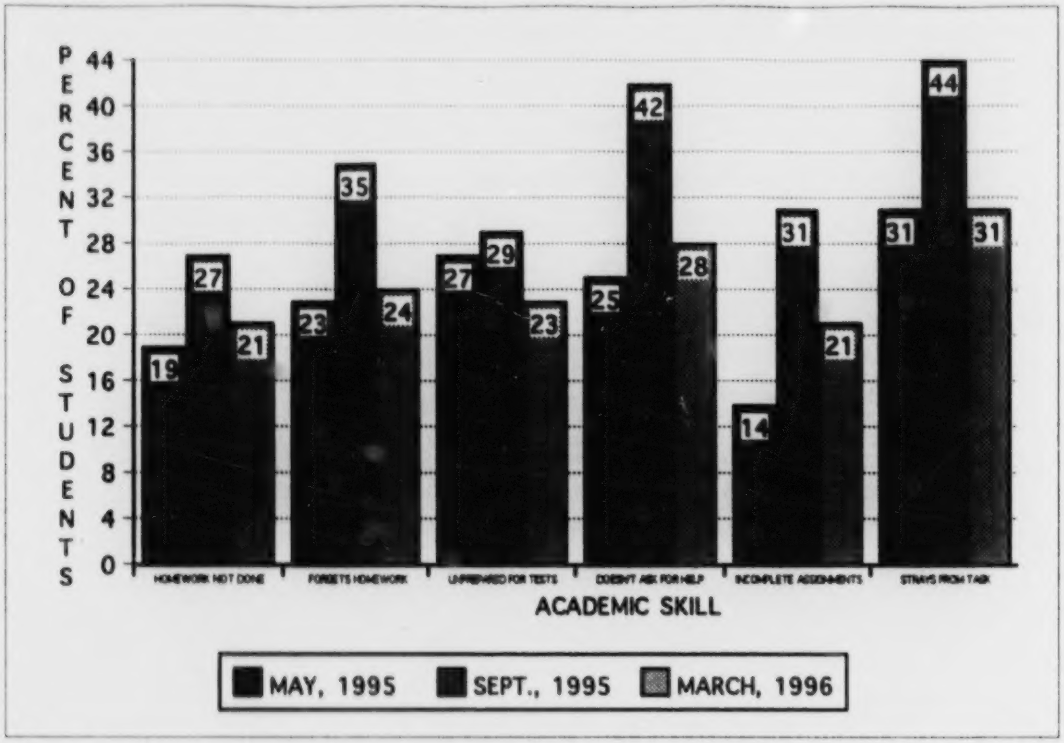

Figure 16

Frequently Observed
Academic Skills Primarily Affected by Behavior

When analyzing academic skills primarily affected by behavior, evidence in March, 1996, continues to indicate the skill most frequently reported by teachers was straying from an assigned task. As shown in Figure 16, thirty-one percent of the students were observed as frequently straying from the task in the spring of 1996 in comparison to forty-four percent reported in the fall of 1995 and thirty-one percent on the spring of 1995. Noticeable is the fact that the percentage in the spring of both years is exactly the same, indicating almost one-third of the target student population has an inability to attend to a task.

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This same number in two consecutive springs would seem to indicate that these students were not affected by the intervention. (Appendixes B, C, W)

Consistent with these observations was data collected using a behavior observation checklist and personal notes of individual incidences. Regarding the type of problem incident requiring individual conferences outside of regular class time, records indicate the two most common behaviors recorded were disruptive behavior and talking during class time and coming to class without the necessary materials. (Appendix X) These records substantiate observations which indicate time off task to be the problem least affected by our intervention techniques. (Appendix W)

The inability to attend to a task leads naturally to problems with other academic skills affected by behavior. As seen in Figure 16, in the spring of 1996, twenty-one percent of students were seen as frequently not completing assignments, twenty-eight percent frequently did not ask for help, twenty-three percent were unprepared for tests, twenty-four percent frequently forgot homework, and twenty-one percent frequently chose not to do homework. Our observations would indicate that these students became overwhelmed due to their inattentiveness which in turn affected all other areas of academic skills.

As seen in Figure 16, the percent of students who frequently were observed as having difficulty with academic skills affected by behavior in the spring of fifth grade were closely related to the percent of students noted as having problems by the fourth grade teachers in May, 1995. The exception to this was in the area of incomplete assignments which, no doubt, was affected by the increase in homework during the fifth grade year. When analyzing these results, it would appear that factors outside of the realm of our intervention were the causes of the problems observed regarding academic skills primarily affected by behavior.

Regarding social skills observed by fifth grade teachers in March, 1996, the most frequently reported skill deficit exhibited by the target group concerned teasing classmates. As seen in Figure 17, fifteen percent of the target group was observed as teasing classmates frequently in the spring of 1996. This can be compared to 20 percent in the spring of 1995 and 16 percent in the fall of 1995. These figures indicate a slight decrease in teasing behavior which could possibly be attributed to the conflict resolution techniques presented during the intervention. (Appendixes B, C, W)

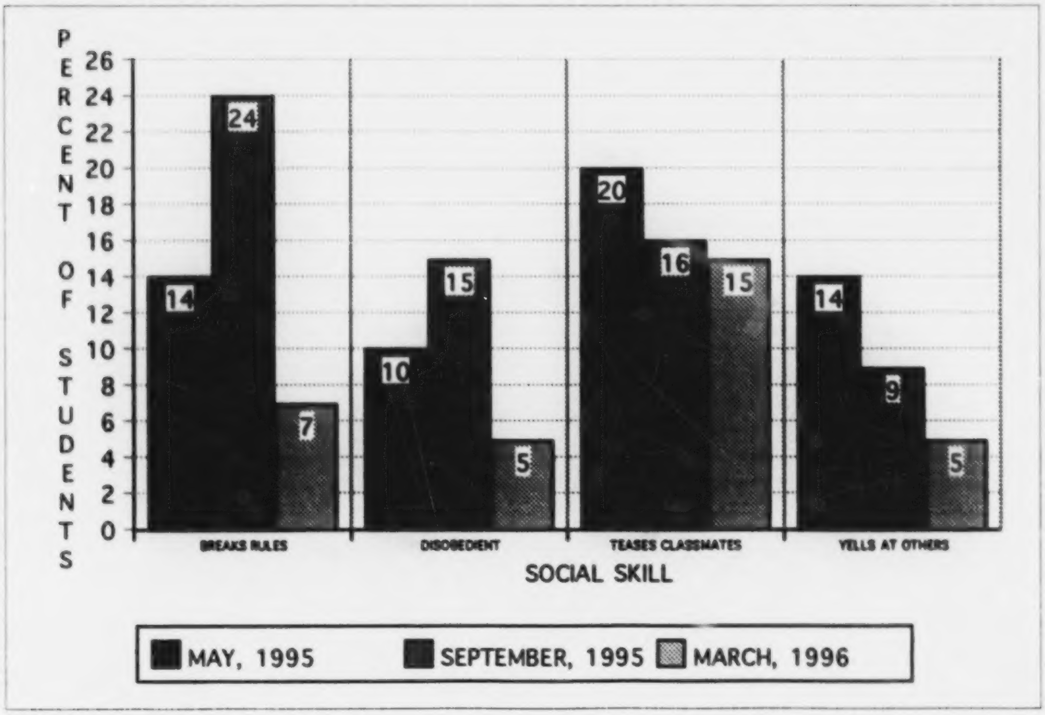

Figure 17

Frequently Demonstrated Social Skills

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While the percentage of students who were observed to decrease teasing behavior was small, the percentage of students who broke rules, were disobedient, and yelled at others decreased significantly in the spring of 1996 as shown in Figure 17. In March of 1996, seven percent of the target group were observed frequently breaking rules, five percent were frequently observed being disobedient, and five percent wereobserved often yelling at others yelling at others.

As shown in Figure 17, the number of students who broke rules decreased by 50 percent from the spring of 1995 and 70 percent from the fall of 1995. In the area of disobedience, there was a 50 percent decrease in disobedient behavior when compared with observed behavior in the spring of 1995 and a 66 percent decrease in observed disobedient behavior when compared with the data for the fall of 1995. In the area of yelling at others, the behavior decreased by nearly 66 percent when compared with the spring of 1995 and 45 percent when compared with the numbers for the fall of 1995.

When reflecting on the possible effects of the intervention in relation to these data, several strategies appeared to have contributed to the observed changes in students' social skills. In the areas of breaking rules and disobedient behavior, the decrease in observed behavior shown in Figure 18 and Figure 19 may be attributable to several factors. Several of the intervention techniques targeted students with severe problems in one area and focused additional time and support to change the behavior.

Our personal observations indicated that the daily parent checklists shown in Appendix U were highly successful with several problem students. All students observed had an increase in improved behavior when this particular method was employed. While parent involvement was essential for this method to be successful as it required daily parent signatures, the amount of teacher time required to fill in the form at the end of a class time was minimal and provided immediate feedback to the student regarding expectations. The ability to decrease inappropriate behavior with a few target students benefited the entire classroom situation dramatically.

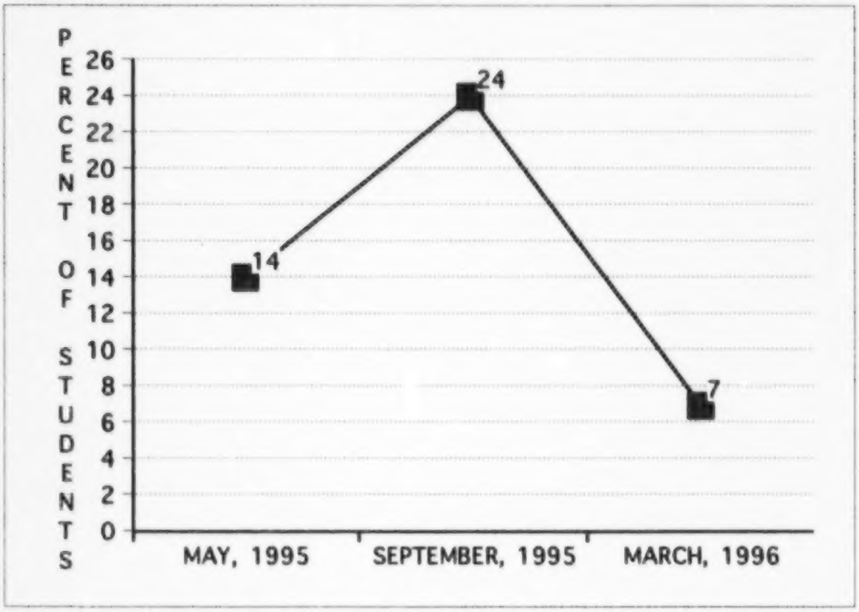

Figure 18

Students Observed Frequently
Breaking Rules

A second possible factor in the decrease in the breaking of rules and disobedient behavior was the one-to-one conferences held with students in conjunction with student-written contracts or S.T.A.R. Plan forms. Examples of these can be seen in Appendixes O and T. These forms, which were completed during a time-out in an isolated classroom corner, in the hallway, or during a lunch recess, helped students focus on what the problem was, what behavior they should be choosing as an alternative, and required a commitment to different behavior.

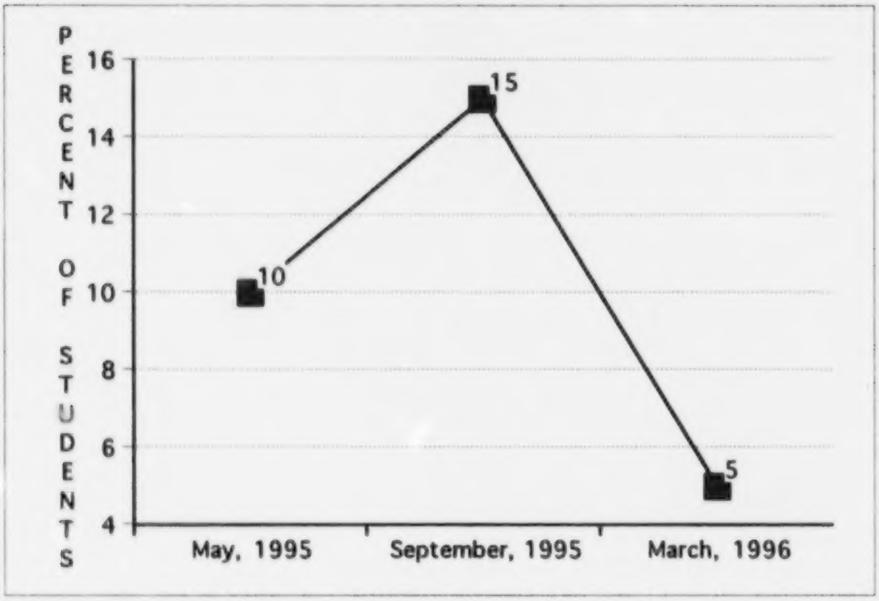

Figure 19

Students Observed As
Frequently Disobedient

Also influential in the decrease in breaking rules and disobedient behavior was the ownership which students felt toward the rules which they had helped to write at the beginning of the year. As the process itself had helped to identify the types of behaviors necessary and the reasons for those behaviors, students were more aware of the need to behave within the framework of the rules.

The Two-Minute Intervention technique described previously provided opportunities to develop a positive relationship with students outside of instructional time and appeared to have the effect of creating a more positive attitude in the classroom environment, both by the teacher involved and the student. (Appendix V) When we found it difficult to find something positive to say about a student, this was a technique that really worked.

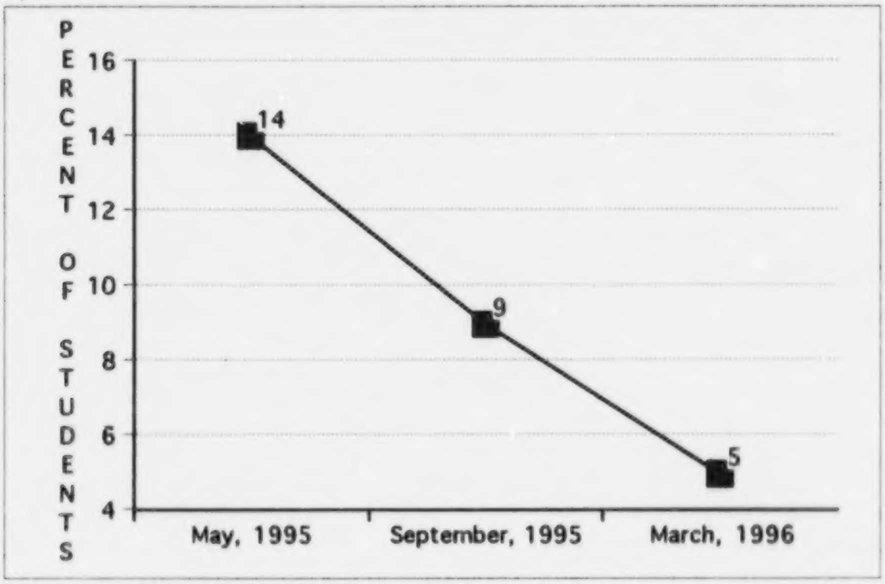

Figure 20

Students Observed Frequently
Yelling At Others

As shown in Figure 20, teachers observed a decrease in students yelling at other students during the intervention. The introduction of the topic of conflict resolution appeared to have been a factor in the observed change in student behavior. While students were introduced to specific skills necessary for conflict resolution, it would seem the emphasis on the topic in itself helped focus student attention on the possibility and expectation of alternative behaviors.

While often verbally indicating negative attitudes about conflict resolution methods, we believed many of these students were being exposed to these techniques quite possibly for the first time. The possibility of resolving problems in a positive way appeared to have an effect on student behavior, particularly when used in conjunction with class meetings, mediation techniques, and small group discussions.

Other factors influencing the development of positive social skills in the target group would appear to have been the bonding activities provided for base groups throughout the school year as well as the many class activities which required a cooperative effort in pairs and small groups. The expectation and discussion of cooperation was reinforced, and students practiced specific social skills such as listening and six-inch voices throughout the intervention. Group roles such as recorder became automatic in most circumstances and students could easily work cooperatively, and independently to complete assigned tasks. Examples of these activities may be found in Appendixes F and H.

Notably, all of the intervention techniques focused on placing the responsibility for the solution to the problem on the individual student. Contracts, mediation procedures, and cooperative learning techniques all required the students involved to focus on what they individually needed to accomplish.

Students in the target group were asked to evaluate their sense of academic self-confidence in the fall of 1995 and the spring of 1996. (Appendixes E, Y) In the fall we questioned the accuracy of students' self-reported abilities. It appeared that their self-perception of academic performance was higher than the teachers' reported observations. As shown in

Figure 21, students self-perception of academic self-confidence in most categories was very similar or slightly lower in the spring of 1996 when compared with the data collected in the fall of 1995. We concluded these changes were due to an increase in the ability of students to accurately assess their academic performance. This increase in ability to assess personal academic performance could have been attributed to one of several intervention techniques including weekly Friday overdue assignment notes, goal-setting procedures, and portfolio selections.

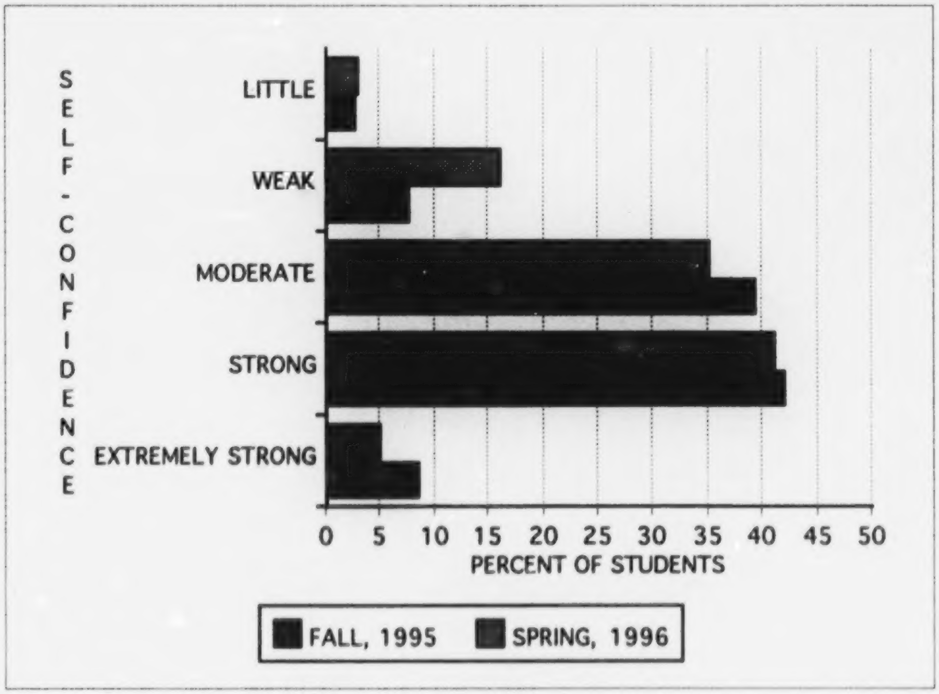

Figure 21

Students' Self-Perception of
Academic Self-Confidence

An increase in ability to realistically self-assess academic performance is apparent in the students' change in perception of assignment and homework completion. While in the fall of 1995 eighty percent of students perceived themselves as frequently completing homework, this number had decreased to fifty-seven percent in the spring of 1996. (Appendixes E, Y)

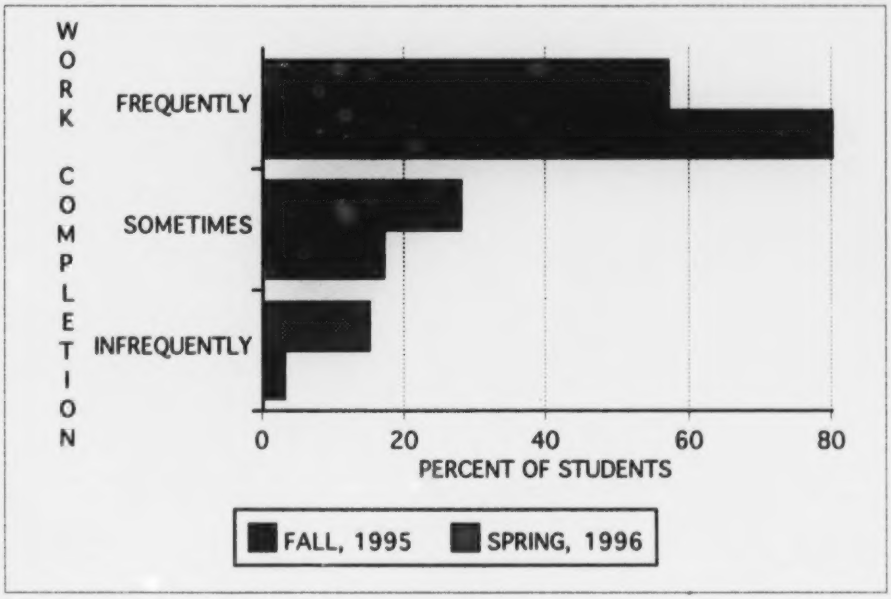

Figure 22

Students' Self-Perception of Assignment
and Homework Completion

As the data shown in Figure 22 indicate, it would seem that intervention strategies including Friday homework completion notes, assignment notebooks, Fun Friday reward times, Friday study hall, and frequent recording of overdue assignments on homeroom clipboards increased students' ability to realistically assess their assignment and homework completion. These techniques provided means by which students increased their awareness of what needed to be done as well as what work had been completed.

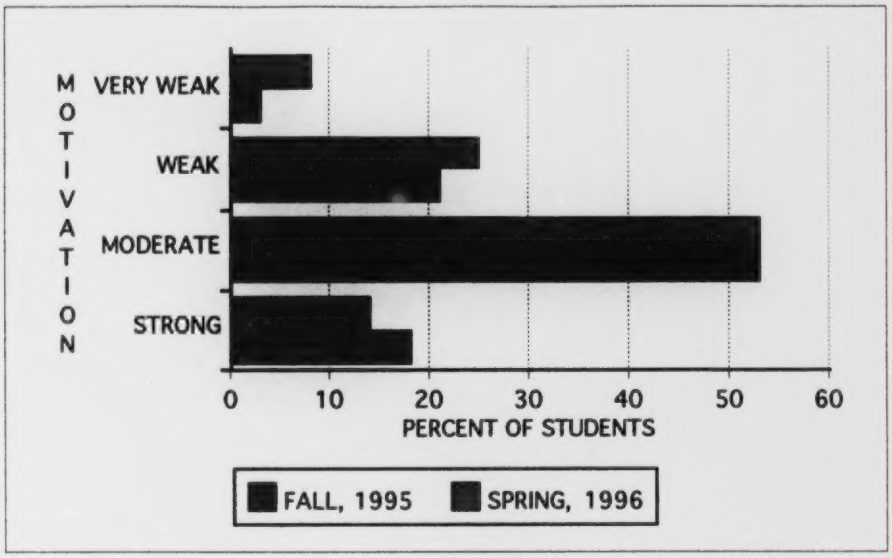

Figure 23

Students' Self-Perceived Motivation
and Perseverance

As we suspected in the fall of 1995, students' motivation to complete work appeared to be extrinsic. In checking their self-perceived motivation and perseverance in March, 1996, there was little change from the data collected in September, 1995. As shown in Figure 23, eighteen percent of students in the fall and fourteen percent in the spring reported that they felt strongly motivated to complete their work and persevered when required to do academic work. Fifty-three percent in both the fall of 1995 and the spring of 1996 were moderately motivated to complete work. The remainder of the students were weakly or very weakly motivated.

Notably, one of the goals of the intervention was to increase intrinsic motivation for desired behavior and decrease extrinsic rewards. Past systems used by the fifth grade teachers had included a token money-based reward system and lottery tickets. Rewards during the intervention emphasized free time and individual praise. Our observations indicated that free time was a strong motivator. Students were observed to check on incomplete assignments before Thursday evening in order to be eligible for Fun Friday activities such as watching a movie, playing games, using the computer, or playing outside. Students who remained in a study hall appeared disappointed at being unable to participate in the Fun Friday activities.

Another intervention technique implemented to increase intrinsic motivation regarding academic achievement was the keeping of a portfolio by each fifth grade student. In March, 1996, students were asked to complete a portfolio self-evaluation form. Examples of these forms can be found in Appendix Z. Information regarding how portfolio entries were chosen and how students viewed these entries was recorded. Students indicated they had chosen papers for their portfolios that demonstrated their best work, exhibited challenging and time-consuming efforts, and represented subjects that were of interest to them. Many students reported that when they looked back at work they had done, they realized they could have done better work had they worked more slowly and neatly. When asked what they planned to do with their portfolios, approximately 75 percent of the students stated they planned to save their work. When asked what changes they would make if they were to keep a portfolio next year, students said they would choose more papers from every class. Many students also expressed a wish to keep papers in a more orderly fashion.

Another method chosen to increase intrinsic motivation and perseverance was goal-setting. As shown in Figure 24, data from one classroom indicated improving a grade in a particular subject and completing work on time were the goals most frequently chosen by students. (Appendix AA)

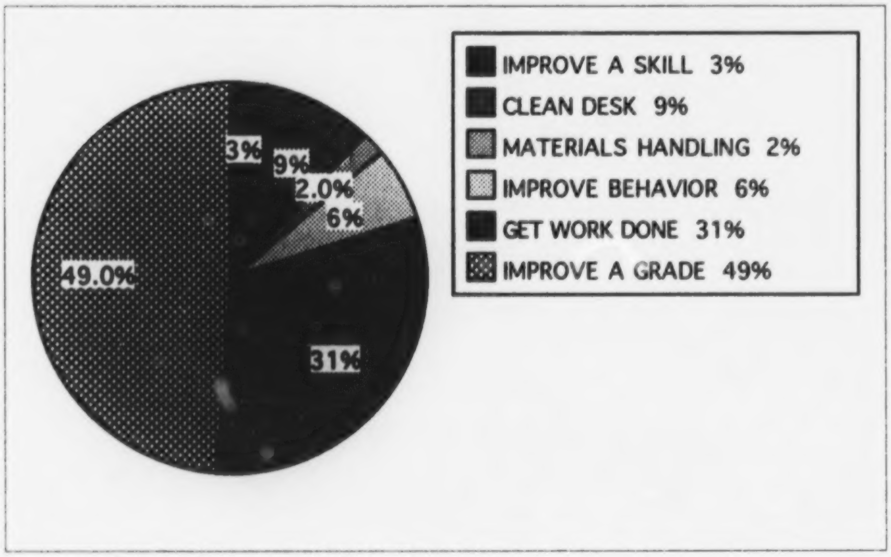

Figure 24

Percent of Time Students Chose
Types of Goals

As shown in Figure 25, eighty-two percent of the students perceived themselves as accomplishing all of their goals or all but one of their goals during the intervention. (Appendix BB) It could be concluded that as our data did not show an increase in student intrinsic motivation, students were accomplishing their goals for such extrinsic rewards as higher grades, Fun Friday reward time, or parental approval. Examples of goal-setting records for one classroom can be found in Appendix CC.

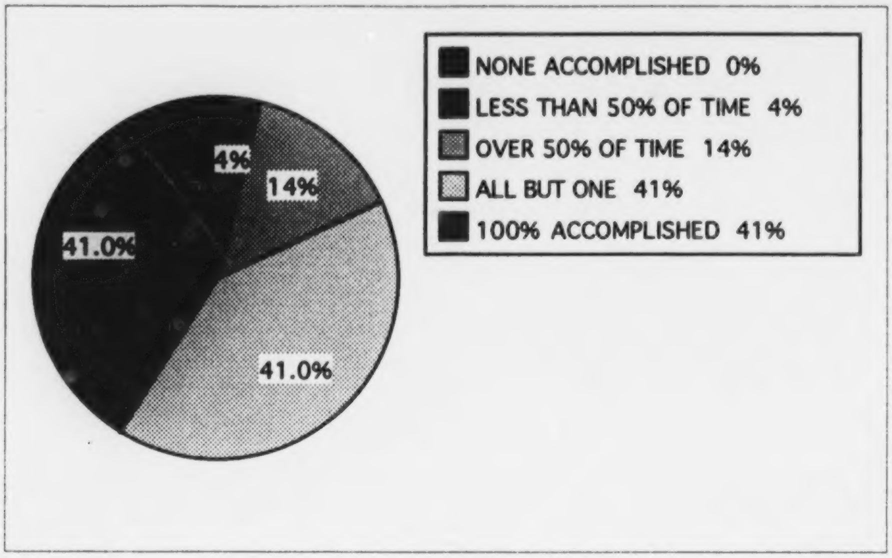

Figure 25

Student Self-Perception Of
Goals Accomplished

Conclusions and Recommendations

Based on the data presented, students in the target group exhibited an increase in academic work output and a decrease in the number of incidences of inappropriate behavior. Observations also indicated an increase in students' sense of efficacy and responsibility.

The use of base groups and task groups in the teaching of cooperative learning skills and social skills appeared to have been a factor which contributed to the development of student responsibility. These cooperative learning techniques also encouraged bonding between members of groups and the opportunity to practice learned social skills. By the end of the intervention, students were able to work cooperatively with little supervision.

The use of skills easily transferred from base groups to task groups. It should also be noted that working cooperatively appeared enjoyable to the students and also increased their sense of efficacy and responsibility.

The writing of the fifth grade rules and consequences by students during the first week of school provided the opportunity for students to focus on proper behavior which they would find appropriate for all students to display. The use of this method appeared highly successful and could easily be implemented in self-contained classrooms or in a departmentalized situation such as the one described in the current research.

Procedures developed to increase organizational skills development appeared to be extremely successful. One factor that played a key part in this success was the distribution of the same type of assignment notebook to all students. This allowed students to complete the assignment records more accurately and provided the opportunity for teachers to check the notebook completion more quickly at the end of the day. Due to factors including student maturity and time constraints, it was our experience that teachers could most accurately and efficiently check the completion of the notebook during a hectic ten minutes at the end of the day. While peer checkers in groups were a possibility, they often were not capable of the accuracy necessary in the checking given the time constraints of our schedule.

Written goals determined by the students during the established goal-setting procedures helped students focus on areas in which they needed improvement and provided opportunities to consider how to accomplish stated goals. In goal-setting activities, one of the objectives of the intervention, increasing students' sense of efficacy, was achieved. Although our original plan called for conferencing about goals individually, we found it difficult to find the time to do this. The decision to begin whole-group discussions regarding individual goals had several positive outcomes. Students appeared to enjoy these exchanges of ideas. They also gained ideas on ways in which they could accomplish their personal goals by using other students' strategies. Our plan called for weekly goal-setting class time. We believe the procedure could be more successful if a few minutes each day were spent attending to individual goals by recording if work toward the goal had been accomplished during the day or by deciding on a means to work toward the goal during the day.

Procedures for selecting the materials for student portfolios varied from classroom to classroom. Our original plan called for a portfolio table of contents. As we worked with the students it appeared this table would be unnecessary for our purposes. Students appeared to enjoy collecting their work and the majority desired to keep their collected work. Many formed definite opinions as to what they would select for future portfolios. The method for materials selection which we found to be the best was to give each student their portfolio at least once a week. Students could add to their portfolios at any time, but being given a set time allowed for more work to be contributed to the portfolio and also allowed for frequent review of previous work. It would seem that one benefit in the use of portfolios which we hope to further develop in the future is the emphasis on the student's growth in skills in various subject areas throughout the year.

Several recommendations can be made regarding the implementation of a conflict resolution curriculum. At our grade level, it would appear that the conflict resolution program presented in Creating the Peaceable School (Bodine, et al., 1994) would best be implemented in two years which in our circumstances would include the fourth and fifth grades. This would allow conflict resolution skills to be taught in depth and practiced for a full year in fourth grade, followed by a year of peer mediation skills in fifth grade. It was our finding that students needed and requested more physical involvement in activities than time would allow to thoroughly complete the program concepts in one year.

Another component in the intervention strategy was the required change in the Friday schedule and the addition of Fun Friday reward times. The Fun Friday reward time and Friday assignment notes appeared highly popular and successful with students, teachers, and parents. The Friday note had the effect of getting work turned in which we believed under other circumstances would not have been completed. Many assignments were completed and turned in during Friday, either before or during study hall, as a result of the notes being given to students on Friday mornings. In their desire to enjoy the Fun Friday reward, some students became more responsible for completing their assignments. To keep enthusiasm alive for the Fun Friday, it would be our recommendation to have a variety of Fun Friday activities. It is our plan to develop an increase in the number of possible activities before the beginning of the next school year.

Individual intervention strategies for modifying student behavior were used during the intervention. While S.T.A.R. Plan sheets and individual contracts worked for many daily problems, the daily and weekly checklists for parents for those students with chronic work completion or behavior problems was viewed as highly successful. The Parent Daily and Weekly Check kept students aware during each class period of the status of his behavior and its consequences. The daily checklist also provided daily parent contact. It was most successful with students whose parents followed through with rewards and consequences at home.

Also beneficial in modifying student behavior was the Two-Minute Intervention Strategy. This one-to-one conversation with the student in a non-threatening situation gave the teacher an opportunity to develop a rapport with a student with whom the regular classroom experience was not providing positive interactions. It was observed to change student behavior and academic work as well as being a very satisfying experience for the teacher.

In an effort to track student behavior, we began the intervention using a behavior observation checklist. We discovered that it was beyond our capabilities to observe and record individual incidences of inappropriate behavior while teaching and attending to other tasks required during class time. While our records are not complete, we felt that the observations we made in the form of the checklist and notes to ourselves regarding discipline problems indicated trends in types of behavior which we discussed earlier in this chapter.

As researchers we considered the strategies implemented in the intervention successful. It is our plan to continue using these techniques during the current school year and in the future. Adjustments in the intervention techniques have been made throughout the year as necessary, and we intend to adapt the program to the changing needs of each new group of students. The program helped us identify the causes of non-productive behavior and gave us alternatives to help individual students become successful in an educational environment.

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APPENDICES

Appendix A

Behavior Observation Checklist

EVALUATION OF STUDENT PERFORMANCE

STUDENTNAME______________________

TEACHERNAME______________________

Please rate the above student using the following numbers:

0 - almost never 1 - rarely 2 - sometimes 3 - often

4 - very often 5 - almost always

ACADEMIC SKILLS	0	1	2	3	4	5
unable to grasp the concepts						
lacks the background knowledge needed						
chooses not to do homework						
does not understand how to do the homework						
forgets homework or says it is somewhere else						
does not prepare for tests						
disorganized						
does not ask questions or ask for extra help						
does not complete classroom assignments						
SOCIAL SKILLS	0	1	2	3	4	5
breaks rules						
harms others						
breaks things						
takes others' property						
fight						
lie						
have trouble accepting authority; disobedient						
tease classmates						
stray from task						
yell at others						

Please share the strategies that worked for this student ____

____

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Appendix B

Behavior Observation Checklist Data
May, 1995

EVALUATION OF
STUDENT PERFORMANCE

Daily-June 5

STUDENTNAME Fourth Grade Teachers

May 1995

TEACHERNAME Totals 4th Grade

Please rate the above student using the following numbers:
0 - almost never 1 - rarely 2 - sometimes 3 - often
4 - very often 5 - almost always

		Infrequently			Frequently		
ACADEMIC SKILLS		0	1	2	3	4	5
unable to grasp the concepts	76%	41	26	19	18	8	1
lacks the background knowledge needed	79%	44	27	18	14	5	2
chooses not to do homework	81%	44	20	25	12	7	3
does not understand how to do the homework	82%	48	25	20	14	5	1
forgets homework or says it is somewhere else	77%	47	19	20	11	9	6
does not prepare for tests	73%	35	19	27	10	12	4
disorganized	68%	38	23	15	11	13	11
does not ask questions or ask for extra help	75%	33	27	16	12	10	5
does not complete classroom assignments	86%	44	30	18	10	2	3
SOCIAL SKILLS		0	1	2	3	4	5
breaks rules	86%	77	8	15	10	3	3
harms others	91%	83	12	8	5	2	3
breaks things	93%	89	12	7	2	1	5
takes others' property	94%	93	10	6	1	0	6
fight	89%	80	11	10	6	1	6
lie	92%	80	10	10	6	0	3
have trouble accepting authority; disobedient	90%	95	10	10	6	3	3
tease classmates	80%	67	9	16	10	5	8
stray from task	69%	47	12	20	19	8	9
yell at others	86%	81	9	8	5	9	2

Please share the strategies that worked for this student ______

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Appendix C

Behavior Observation Checklist Data
September, 1995

9-15-95

Fifth Grade totals

EVALUATION OF
STUDENT PERFORMANCE

STUDENTNAME______________________

TEACHERNAME Fifth Grade Teachers

Please rate the above student using the following numbers:
0 - almost never 1 - rarely 2 - sometimes 3 - often 4 - very often 5 - almost always

		Intrequently			Frequently			
ACADEMIC SKILLS		0	1	2	3	4	5	
unable to grasp the concepts	119 67%	9	29	42	19	13	7	33%
lacks the background knowledge needed	68%	10	35	36	18	14	6	32%
chooses not to do homework	73%	35	30	22	12	10	10	27%
does not understand how to do the homework	65%	29	29	20	20	8	13	35%
forgets homework or says it is somewhere else	65%	29	29	20	20	9	12	35%
does not prepare for tests	71%	30	31	23	17	8	10	29%
disorganized	63%	22	26	27	12	11	21	37%
does not ask questions or ask for extra help	58%	14	32	22	24	12	15	42%
does not complete classroom assignments	69%	29	34	20	14	13	9	31%
SOCIAL SKILLS		0	1	2	3	4	5	
breaks rules	76%	66	10	14	15	8	6	24%
harms others	93%	79	28	4	1	4	3	7%
breaks things	94%	87	23	3	1	3	2	6%
takes others' property	93%	85	20	5	4	2	3	7%
fight	94%	84	18	9	5	1	2	6%
lie	85%	81	20	13	2	2	1	15%
have trouble accepting authority; disobedient	85%	75	11	16	6	3	9	15%
tease classmates	84%	70	21	8	9	7	4	16%
stray from task	56%	44	15	9	14	7	20	44%
yell at others	91%	83	15	9	4	3	5	9%

Please share the strategies that worked for this student ____

____

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Appendix D

Student Self-Evaluation Form

HOW I SEE MYSELF AT SCHOOL

Put an X in the box that best tells how you see yourself at school.

		Almost always	Usually	Sometimes	Almost never	Never
1	I choose things I want to learn about a topic.					
2	I plan what I want to learn about a topic.					
3	I complete learning about a topic I have chosen.					
4	I find some school work hard to understand.					
5	I choose to complete homework.					
6	I understand how to do homework.					
7	I bring my homework to class.					
8	I practice until I have learned necessary skills.					
9	I have patience to work on assignments that take longer than usual.					
10	I am organized.					
11	I study for tests.					
12	I always try to do my best work.					
13	I try to find answers to questions on my own.					
14	When I get to choose an assignment, I choose something challenging.					
15	If I make mistakes, I try to correct them.					
16	I complete assignments in class when they are required.					
17	I find something to do in the classroom when my work is done.					
18	I ask questions when I do not understand.					
19	I express my opinion in group work.					
20	I enjoy doing my school work.					

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Appendix E

Student Self-Evaluation Data
September, 1995

Three Categories

A – Academic Self-Confidence
B – Assignment + Homework Completion
C – Motivation + Perseverance

HOW I SEE MYSELF AT SCHOOL

Fifth Grade Totals
Sept 95

Put an X in the box that best tells how you see yourself at school.

114

Category			Frequently			Infrequently	
			Almost always	Usually	Sometimes	Almost never	Never
C	1	I choose things I want to learn about a topic.	51	45%		55%	63
C	2	I plan what I want to learn about a topic.	48	42%		58%	66
C	3	I complete learning about a topic I have chosen.	87	76%		24%	27
A	4	I find some school work hard to understand.	24	21%		79%	90
B	5	I choose to complete homework.	109	95%		5%	5
A	6	I understand how to do homework.	98	86%		14%	16
B	7	I bring my homework to class.	104	91%		9%	10
C	8	I practice until I have learned necessary skills.	76	67%		33%	38
C	9	I have patience to work on assignments that take longer than usual.	76	66%		34%	38
A	10	I am organized.	87	76%		24%	27
B	11	I study for tests.	91	80%		20%	23
C	12	I always try to do my best work.	108	95%		5%	6
C	13	I try to find answers to questions on my own.	87	76%		24%	27
C	14	When I get to choose an assignment, I choose something challenging.	48	42%		58%	66
C	15	If I make mistakes, I try to correct them.	95	83%		17%	19
B	16	I complete assignments in class when they are required.	97	85%		15%	17
C	17	I find something to do in the classroom when my work is done.	101	89%		11%	13
A	18	I ask questions when I do not understand.	98	86%		14%	16
A	19	I express my opinion in group work.	67	59%		41%	47
C	20	I enjoy doing my school work.	49	43%		57%	65

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Appendix F

Sample Lesson Plans for Social Skills and Bonding Activities

SOCIAL SKILL
LESSON PLAN

TARGET SKILL: Listening

SET OR HOOK: Students were told they would be learning the skill of listening. All were asked to turn to the person sitting next to them and tell them about their family. They had one minute and were instructed to talk simultaneously. At the end of the minute. they were asked to share what they had learned about each others' families.

TEACHING THE SKILL: Students were told to turn to their buddy again. They were told to chose one speaker and one listener. The speaker was to tell about something fun they had done. After a minute, the listener was to repeat the story to the speaker. Then they traded roles and repeated the activity. Volunteers shared the stories they had heard with the class.

Students brainstormed a T-chart showing what listening looked like and sounded like. The chart was displayed on the overhead projector and later was made into a poster to display in the classroom.

PRACTICING THE SKILL: Students practiced the activity for approximately two weeks daily during different subject areas. At the end of the time, reminders were given as necessary regarding the use of listening skills.

OBSERVATIONS: Students improved their listening skills during the guided practice times and seemed willing to follow the guidelines they had compiled on the T-chart poster. Occasional reminders were necessary. Compliments were given at the end of a class discussion during which they had listened well.

Appendix F (con't)

T-CHART

Looks Like	Sounds Like

Appendix F (con't)

T-CHART
LISTENING

Looks Like	Sounds Like
Eyes on speaker	Not talking
Not playing with anything	Quiet
Raise hands for questions	No arguing
Have materials and books	No questions
Desk closed.	Pencils used for writing
Hands on desk	Pencils erasing
Paying attention	No unnecessary sounds
	No interruptions
	No shouting

Material copied from T-Chart Displayed in room.

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VENN DIAGRAM
GROUP BONDING ACTIVITY

January, 1996

Each nine weeks our fifth grade team assigned new seating for homeroom base groups. After the new groups were assigned, we provided group bonding activities to help the students develop the ability to help each other and work cooperatively in the weeks ahead. Typically the activities involved designing a mobile to hang over the group. The mobile included a number, group name, group slogan, and often songs and cheers which were presented when the group shared their mobile with the rest of the class.

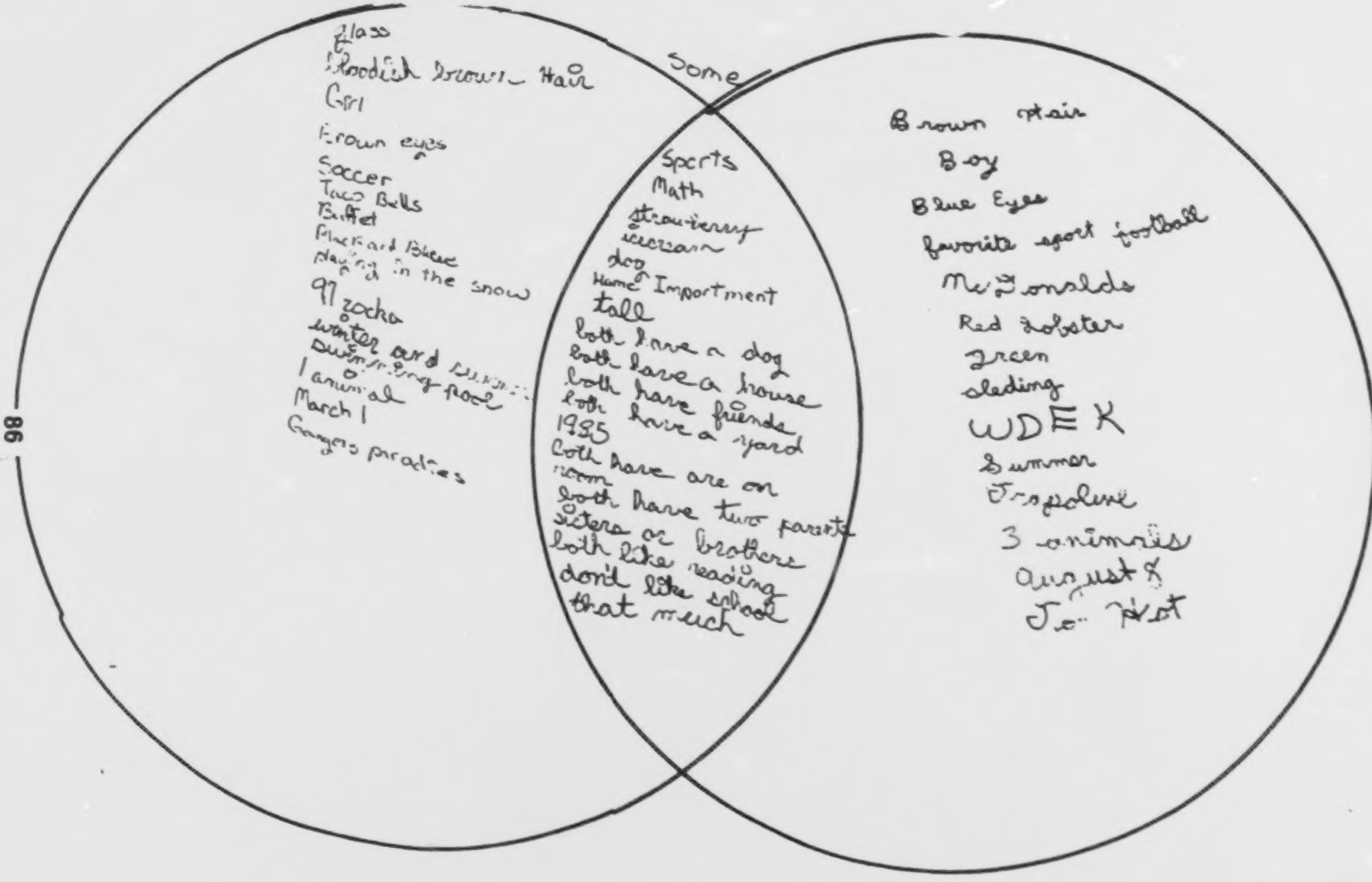
After two nine weeks of the school year, I was still looking for ways for my students to better get acquainted. We had had two new students arrive during the previous nine weeks, so some of the activities from the first weeks of school had never been available to them. Also, it seemed that after Christmas break, some students were having trouble feeling the comfortable group feeling we had all enjoyed earlier in the year.

I decided to have partners make a Venn diagram showing likes and dislikes which they had in common and those which were different. The diagrams were put on transparencies so that they could be easily shared with the rest of the class. I also thought the transparencies would add to the fun of the activity as my students always enjoy writing with the markers and using the overhead projector.

I was surprised by the hesitancy of many of my students to begin the activity after it had been described. In retrospect, I am sure it was something quite new to them and they were feeling anxious about something unknown. To make things a little more risky to them, I had required that their partner for the activity be the person in the group they least knew. I had some "best friends" telling me that they hardly knew each other at all! Of course, this all was settled quickly, and the students began organizing their diagrams. As they worked it was easy to see that they were beginning to find some surprises about each other, and after about seven minutes of work they were all eager to share their findings.

The sharing took longer than I had anticipated and ended the following day due to time. We all learned a lot about each other. I learned about my students, and I could tell by their enthusiasm that they benefited from the activity. It is definitely something I will use again, and led well to the "Advertising Group Strengths" activity two days later.

GROUP BONDING ACTIVITY--EXAMPLE VENN DIAGRAM


Glass
Roodish brown Hair
Girl
Brown eyes
Soccer
Taco Bells
Buffet
Black and Blue
Playing in the snow
97 zocha
winter and summer
swimming pool
1 animal
March 1
Gangers pradies
Some
Sports
Math
strawberry
icecream
dog
Home Importment
tall
both have a dog
both have a house
both have friends
both have a yard
1985
both have are on room
both have two parents
sisters or brothers
both like reading
don't like school that much
Brown Hair
Boy
Blue Eyes
favorite sport football
McDonalds
Red Lobster
green
sleding
WDEK
Summer
Trapoline
3 animals
August 8
Jo Prat

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ADVERTISING GROUP STRENGTHS
GROUP BONDING ACTIVITY

January, 1996

After assigning new seating , many of students were anticipating creating a new flag for their base group. They had all participated two times in creating a flag which had given their group a special identity, and now they were sitting under someone else's name and number.

After the Venn diagram activity, I wanted to encourage students to continue thinking about the strengths of each individual in their group. I decided to continue the flag and mobile assignment as I had usually done, but to change some of the components of the mobile. After the base group had designed its flag, they were assigned the task of listing on separate small cards all of the outstanding merits of their group. Individual strengths could be listed and combined strengths could be listed.

After the students had brainstormed their positive attributes, the cards which listed the attributes were attached with string to their group mobile. They were then assigned the task of creating a commercial which would advertise their group's outstanding qualities to the rest of the class. The commercials were to be presented orally.

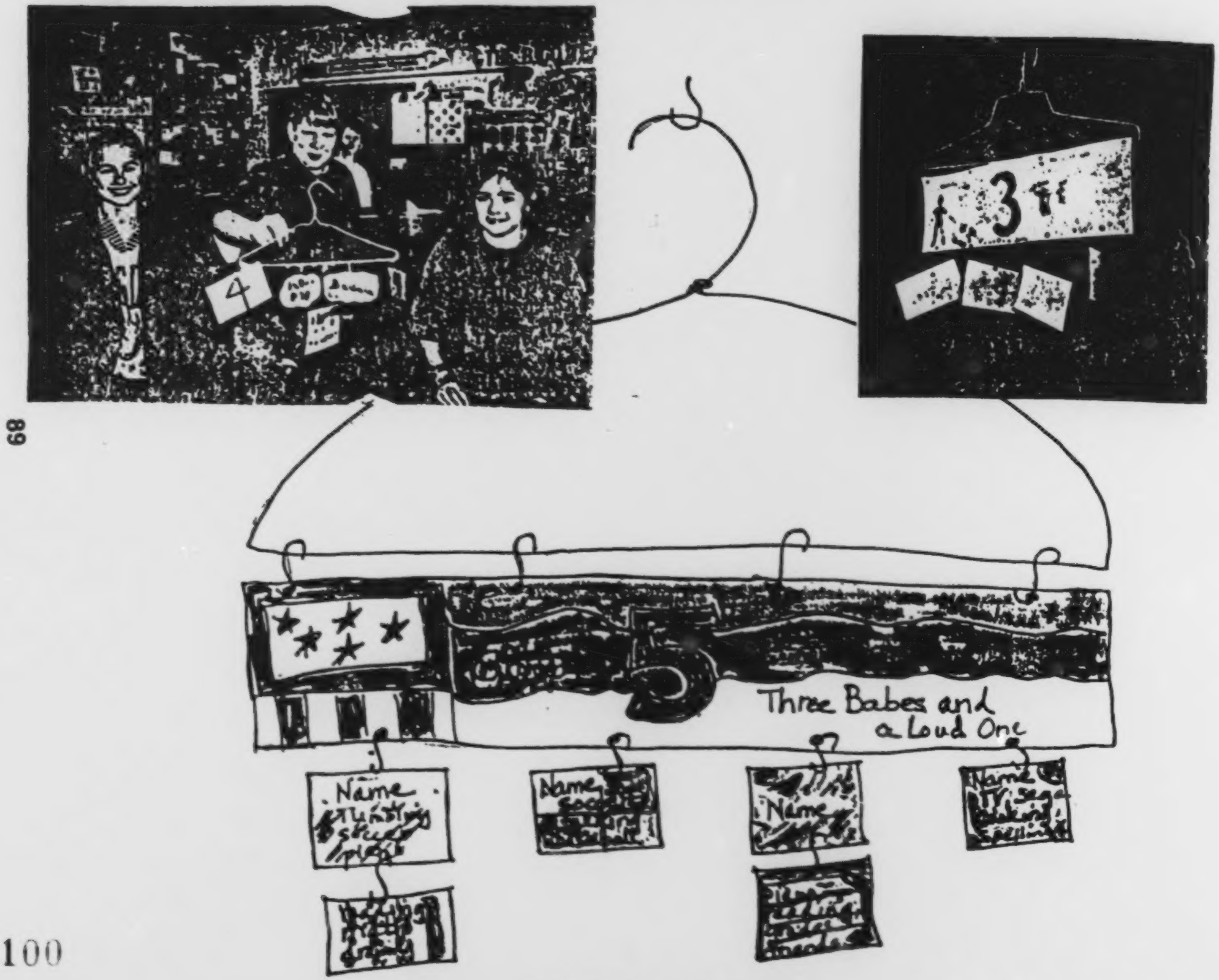
I specifically limited the time available. Students were allowed to come in for one noon recess if their work was not prepared, but it needed to be presented within two class work periods. I indicated at the beginning of the assignment that this was not something I would be flexible about.

The activity went surprisingly well. Several groups became very involved in creating graphic organizers to show their individual and group strengths. As we had recently discussed things which individuals in the group had in common, these were often listed along with the strengths of individuals. Several groups interpreted the assignment as a way to list the characteristics of each of its members. While this did not emphasize the groups identity, I told each group that how they presented the final mobile was their decision.

The advertisements themselves varied a great deal in quality, but of course, that was not a problem. Students had had the opportunity to examine the many positive qualities of themselves and those around them. The number of qualities they could think of and the wide range of abilities they perceived themselves to have varied. One group rotated speakers who introduced the good qualities of another group member while the described member acted out in pantomime what they could do. Another group simply made large cards with the words, "We can work together." They wondered if it was "good enough". I thought it was great. Each group's presentation was unique.

I am sure the activity helped them appreciate each other and themselves more. At the closing of the presentation of the advertisements, I told them I sincerely believed that each group had accomplished the goal of finding things which each of them could do well as individuals and in finding things they could do well as a group. That is what I had hoped for.

GROUP BONDING ACTIVITY
GROUP STRENGTHS AND FLAGS


4
3
Three Babes and a Loud One
Name
Name
Name
Name

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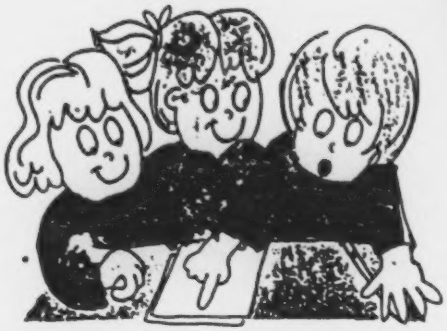
Appendix G

Sample Role Cards

Speaker

1. Stands in front of the class to share the group's ideas with the class.

Explains to the class what the group has decided or agreed.



Recorder

1. Writes down the ideas or facts which each of the members of the group share with each other

2. Writes final list of ideas or facts decided upon by the group so the speaker can tell the whole class

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Appendix H

Sample Task Group Lesson Plans

TASK GROUP
LESSON PLAN
USING COOPERATIVE LEARNING
TECHNIQUES

OBJECTIVES: Students were to increase their ability to work in groups of four students and further develop their ability to identify the main events in a story.

SET OR HOOK: Students were told they would be identifying eight main events in a short book we had finished reading. They were to find the eight events all four people in their group could agree upon. During the discussion, their group would need a recorder to write the list of events they discussed.

BACKGROUND KNOWLEDGE: Students were reminded and a short class discussion took place regarding the attributes the main events in a story would have. This is an activity that occurred many times throughout the school year.

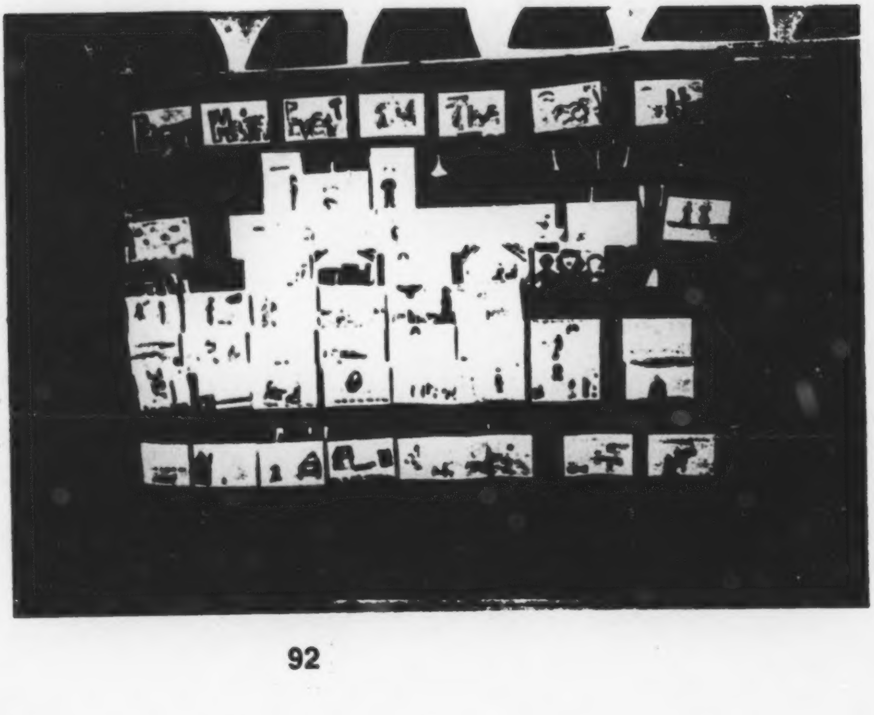
SOCIAL SKILLS IMPLEMENTED: Reminders regarding the use of six-inch voices and listening skills were given. The need to resolve disagreements with further discussion was pointed out.

TASK DIRECTIONS: Once the eight main events had been agreed upon by the group, each person in the group was given two index cards on which to illustrate two of the eight main events in the story. A sentence describing the scene was to be included.

EVALUATION: Students presented their events and illustrations in a group to the rest of the class. The illustrations were displayed in in order on a row in a large pocket chart in the classroom. Discussion regarding reasons for choosing the eight events was part of the presentation.

Appendix H (con't)

Students
Sharing
Illustrations



Pocket
Chart
Illustrations
of Eight
Main Events

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TASK GROUP
LESSON PLAN

OVERVIEW: Students were to learn details regarding the life of a particular president. Note-taking skills were introduced. The final presentation included a speech and multimedia presentation using the computer program Hyperstudio.

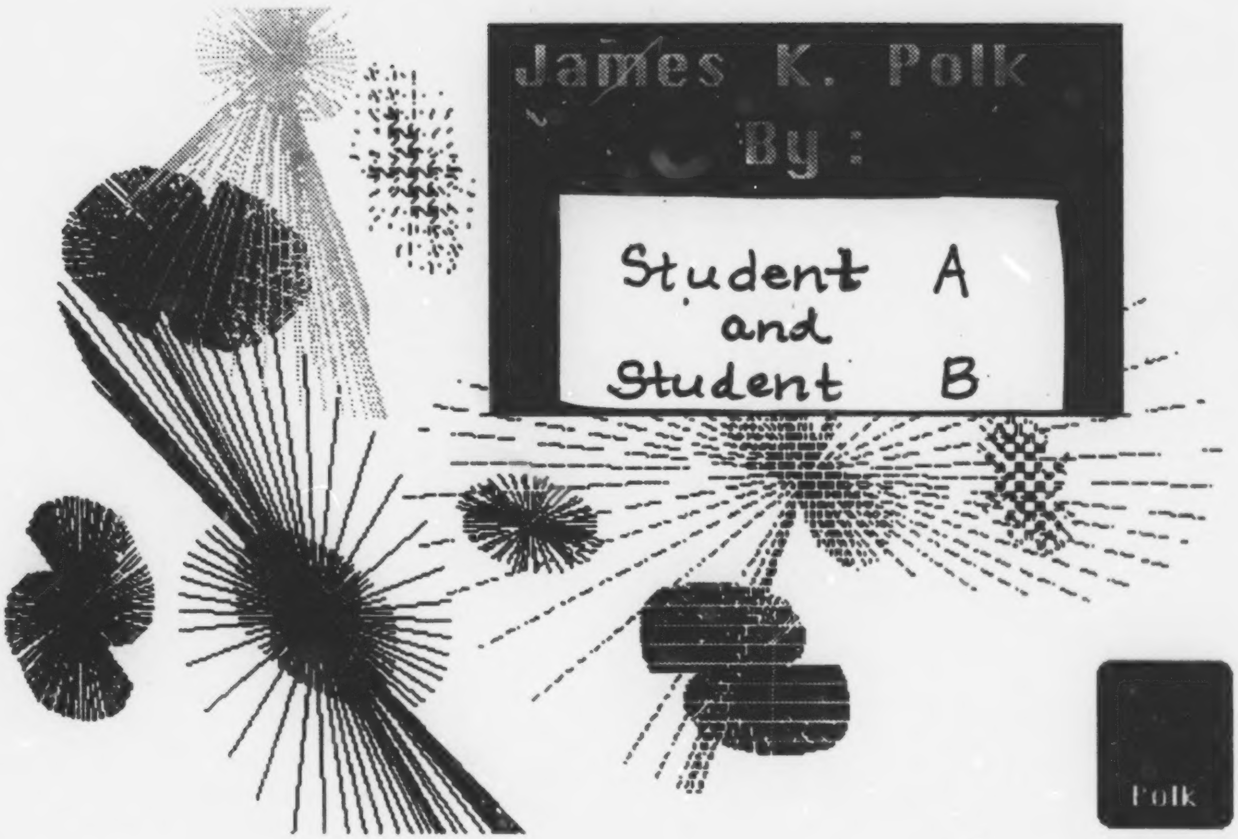
LESSON DESIGN: Students were assigned a president and topic on which to take notes in their social studies class. Topics included the president's education and career or personal life. Two students were assigned to the same president, and each was given a separate topic on which to take notes. Research skills and note taking strategies were discussed in writing class. After the required amount of information was gathered, partners were to choose at least five important facts from their notes. These five events (or more) were incorporated into computer presentations which were presented on the television to the class and taped for the fifth grade Arts Fair Night.

COOPERATIVE LEARNING SKILLS INCORPORATED: Students needed to work closely with their partners throughout the project. During note-taking, they helped each other with finding the information they needed. During preparation of the multi-media presentation, they worked together to prepare a presentation that required accurate facts and computer literacy skills. Speeches required checking to be sure there was no overlapping information.

EVALUATION: Students presented their speeches to their homeroom classes. Hyperstudio presentations were also presented to homeroom groups and were evaluated on the basis of information and computer literacy skills exhibited.

Appendix H (con't)

Hyperstudio Card Example


James K. Polk
By :
Student A
and
Student B
Polk

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ACTIVITY

3

Sample Conflict Resolution Lesson Plans

Basic Needs

PURPOSE To learn that most conflicts between people involve the attempt to meet basic needs for belonging, power, freedom, and fun

MATERIALS Student Manuals

FORMAT OPTIONS Whole class discussion/participation
Cooperative learning

PROCEDURE

1. Refer the group to "Basic Needs," on page 17 of their Student Manuals, and discuss. Emphasize that most disputes between people involve the attempt to meet basic needs for belonging, power, freedom, and fun.
2. Refer the group to "How We Meet Our Basic Needs," on page 18 of their Student Manuals. Discuss the idea that, although we all share the same basic needs, the things each of us chooses to do to meet these needs is different. For example, everyone has a need for power. However, Paul gets this need met by developing his music skills. Elizabeth gets this need met by being on the soccer team. Darrin gets this need met by being able to draw cartoon heroes.
3. Refer the group to the "How I Meet My Basic Needs" form on page 19 of their Student Manuals. Give students time to record some of the things they do to get their basic needs met.
4. In small groups, have students discuss the examples they recorded and compare how they are alike and how they are different.
5. Repeat the idea that basic needs are usually the origin of conflict: For instance, suppose you are upset because your friend is going to a party you were not invited to. You might get into a conflict with this friend because you are not getting your belonging need met. Suppose someone calls you a name and you get into an argument. Name calling shows a lack of respect, which is related to the power need.
6. Refer the group to the "Looking at My Conflicts" form on page 20 of their Student Manuals. Ask students to record examples of conflicts they have experienced in each need shape.

(Bodine, et al., 1994, p. 65)

10

Conflict Review

PURPOSE	To identify origins, responses, and outcomes of a personal conflict
MATERIALS	Student Manuals
FORMAT OPTIONS	Class meeting Learning center

PROCEDURE

1. Refer students to the "Understanding Conflict" diagram appearing on page 34 of their Student Manuals. Review and discuss all the concepts presented thus far relating to the origins of and possible responses to conflict.
2. Next refer students to the "Sample Conflict Review" on page 35 of their Student Manuals. Explain how to fill out the form, using this page as a model if necessary.
3. Encourage students to fill out the blank "Conflict Review" form on page 36 of their Student Manuals, using a recent personal experience.
4. Invite students to share their responses on this form with the group.

(Bodine, et al., 1994, p. 91)

Kiss Activity

Objective: To work cooperatively on an arm wrestling activity

Method:

1. The class is divided into groups of two people.
2. The teacher explains that each student is to try to be the winner in as many arm wrestling attempts as possible. She also tells them that each time they win they are to receive a Hershey's Kiss.
3. Students begin arm wrestling and count their numbers of wins.
4. It is hoped that these groups will see that, by cooperating, they will be able to do arm wrestling attempt after attempt. Thus, they will receive more candy kisses.
5. If no group has understood the importance of cooperation, select one student to model this cooperative effort.
6. Discuss the value of cooperation with the entire class.
7. Give Hershey's Kisses to the students.

Reaching Consensus

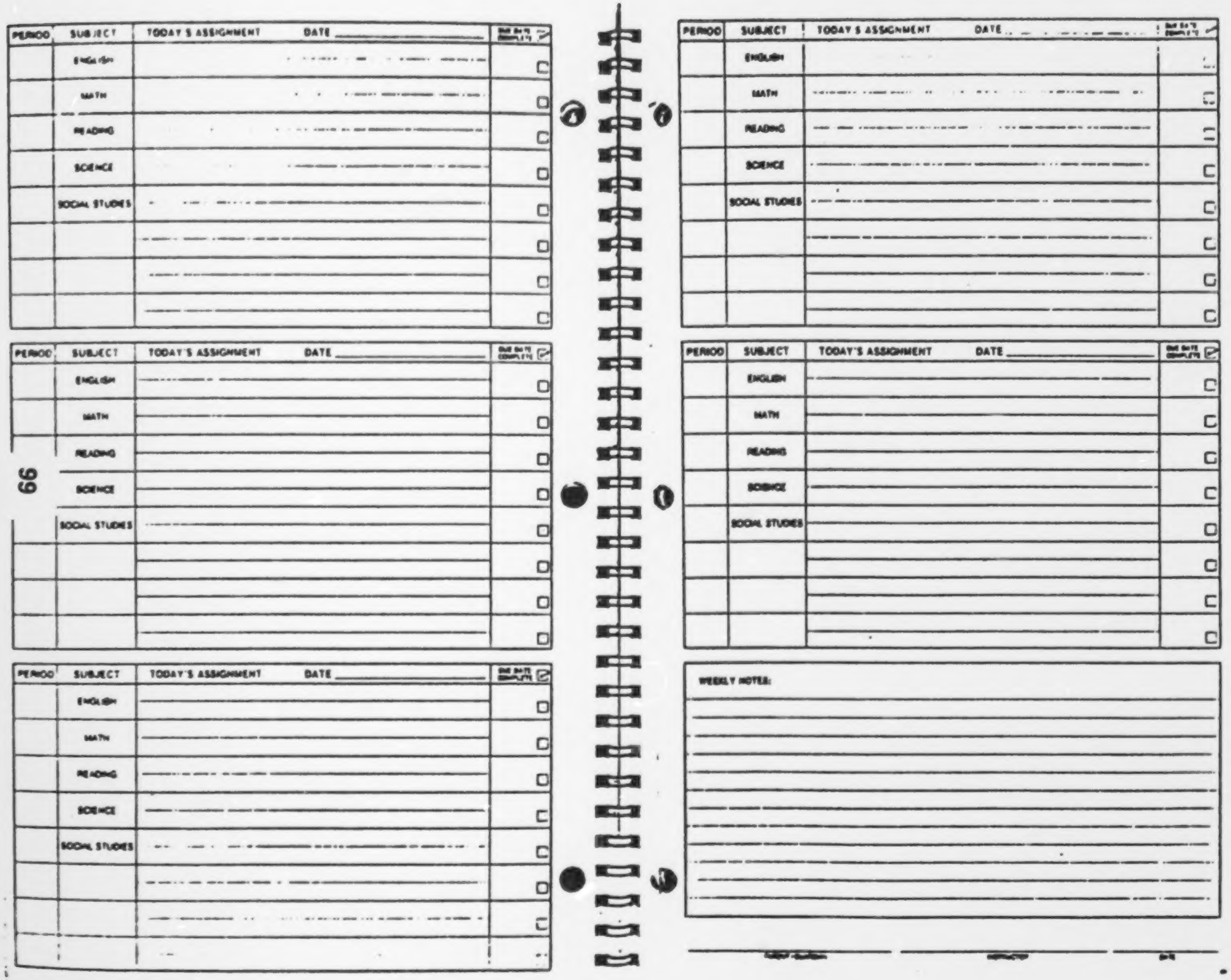
Objective: To reach consensus on the group's top three television shows

Method:

1. The class is placed in 6 base groups of approximately 4 students
2. Base groups brainstorm the names of television shows they like most
3. The recorder writes down the names of the ten shows the group likes
4. Groups take the "reading" of each person's rating of the ten shows
5. If they use a fist they must suggest an alternative choice
6. Students who want a particular show on the list try to persuade other base group members who show two fingers (let's talk more) or three fingers (ok with me) to agree with the choice
7. The group members then Talk-Discuss-Persuade-Justify- until they reach concensus on the top three shows

Appendix J

Sample Assignment Notebook Pages



PERIOD	SUBJECT	TODAY'S ASSIGNMENT DATE ____	DUE DATE COMPLETE
	ENGLISH		☐
	MATH		☐
	READING		☐
	SCIENCE		☐
	SOCIAL STUDIES		☐
			☐
			☐
			☐

PERIOD	SUBJECT	TODAY'S ASSIGNMENT DATE ____	DUE DATE COMPLETE
	ENGLISH		☐
	MATH		☐
	READING		☐
	SCIENCE		☐
	SOCIAL STUDIES		☐
			☐
			☐
			☐

PERIOD	SUBJECT	TODAY'S ASSIGNMENT DATE ____	DUE DATE COMPLETE
	ENGLISH		☐
	MATH		☐
	READING		☐
	SCIENCE		☐
	SOCIAL STUDIES		☐
			☐
			☐
			☐

PERIOD	SUBJECT	TODAY'S ASSIGNMENT DATE ____	DUE DATE COMPLETE
	ENGLISH		☐
	MATH		☐
	READING		☐
	SCIENCE		☐
	SOCIAL STUDIES		☐
			☐
			☐
			☐

PERIOD	SUBJECT	TODAY'S ASSIGNMENT DATE ____	DUE DATE COMPLETE
	ENGLISH		☐
	MATH		☐
	READING		☐
	SCIENCE		☐
	SOCIAL STUDIES		☐
			☐
			☐
			☐

WEEKLY NOTES:

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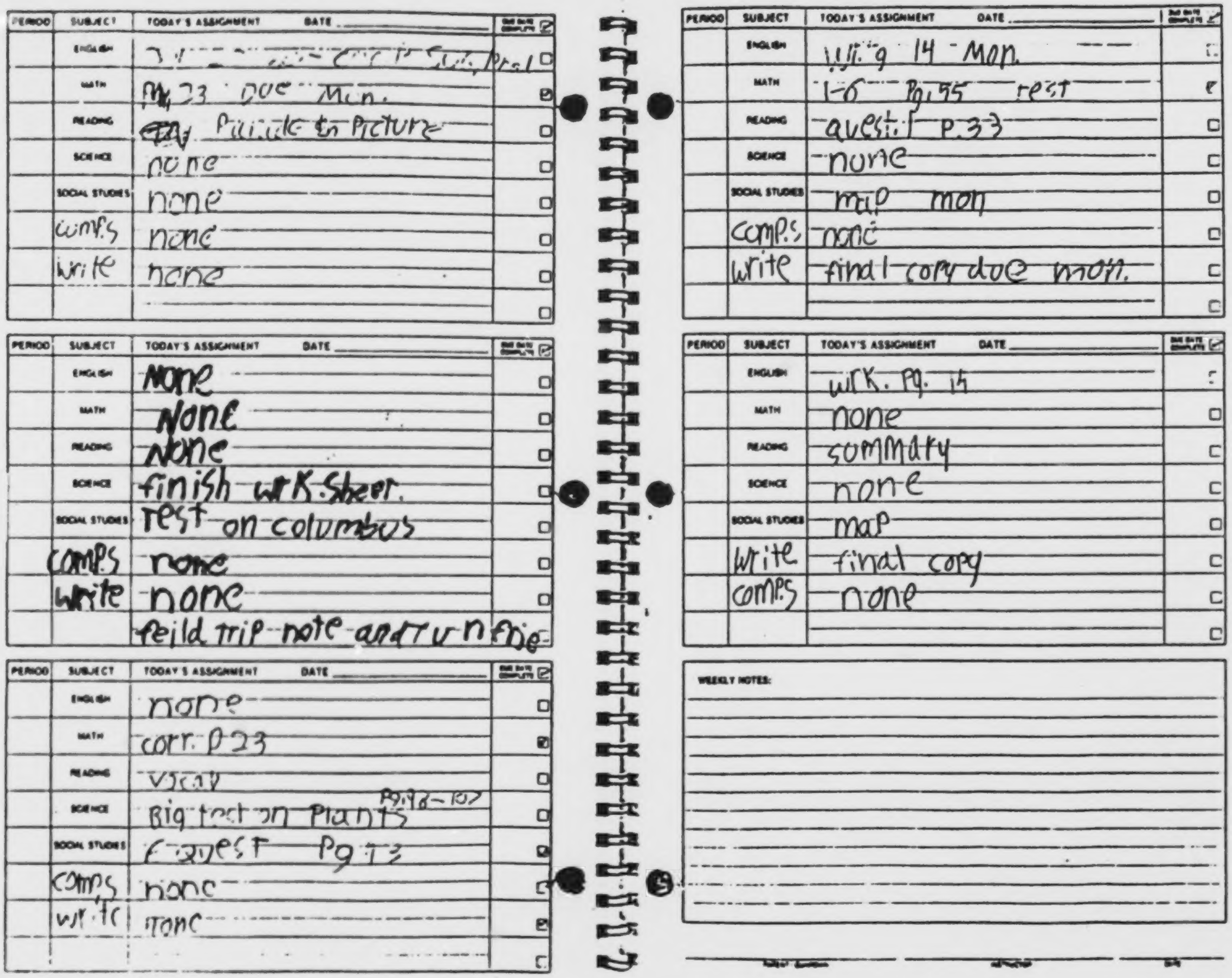

PERIOD	SUBJECT	TODAY'S ASSIGNMENT DATE ____	DUE DATE COMPLETE ☑
	ENGLISH	[illegible] Sub, Prol	☐
	MATH	Pg 23 due Mon.	☑
	READING	[illegible] Prelude to Picture	☐
	SCIENCE	none	☐
	SOCIAL STUDIES	none	☐
	comps	none	☐
	write	none	☐
			☐

PERIOD	SUBJECT	TODAY'S ASSIGNMENT DATE ____	DUE DATE COMPLETE ☑
	ENGLISH	None	☐
	MATH	None	☐
	READING	None	☐
	SCIENCE	finish wrk. Sheet.	☐
	SOCIAL STUDIES	Test on columbus	☐
	comps	none	☐
	write	none	☐
		feild trip note and T v n [illegible]	

PERIOD	SUBJECT	TODAY'S ASSIGNMENT DATE ____	DUE DATE COMPLETE ☑
	ENGLISH	none	☐
	MATH	corr. p23	☑
	READING	[illegible]	☐
	SCIENCE	Big test on Plants Pg. 98–107	☐
	SOCIAL STUDIES	[illegible] quest Pg 73	☑
	comps	none	☐
	write	none	☑
			☐

PERIOD	SUBJECT	TODAY'S ASSIGNMENT DATE ____	DUE DATE COMPLETE ☑
	ENGLISH	wb. pg 14 Mon.	☐
	MATH	1-6 Pg. 55 test	☐
	READING	quest. P.33	☐
	SCIENCE	none	☐
	SOCIAL STUDIES	map mon	☐
	comps	none	☐
	write	final copy due mon.	☐
			☐

PERIOD	SUBJECT	TODAY'S ASSIGNMENT DATE ____	DUE DATE COMPLETE ☑
	ENGLISH	wrk. Pg. 14	☐
	MATH	none	☐
	READING	summary	☐
	SCIENCE	none	☐
	SOCIAL STUDIES	map	☐
	write	final copy	☐
	comps	none	☐
			☐

WEEKLY NOTES:

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Appendix K

Daily Assignment Transparency

English -

Math
J-
B-
L-
Mon. -
Mcc -

Reading
J-
B-
L-
Mon-
Mcc-

Science -
Social Studies -
Comp/Sp -
Writing -
Misc. -

English - Test DOL 96-101

Math
J- p.139-141 1-5
B- wksht.
L- p. 242 #1-5
Mon. - Quiz
Mcc - Set 89

Reading
J- None.
B- None
L- RD
Mon- rough copy - fair. book & fix
Mcc- read ch. 1-[illegible]

Science - None.
Social Studies - wksht.
Comp/Sp - None.
Writing - wksht. 4
Misc. - Fun Fri: Nuk. 4-12

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Appendix L

Goal-Setting Graphic Organizer

GOAL-SETTING

Name______________**Homeroom**__________**Date**_________

When you choose a goal, it should do the following things:

1. You need be able to describe it in words.
2. It must be possible for you to achieve.
3. You must be able to accomplish it by yourself. If another person is involved, you must receive their permission first.
4. You must be able to keep track of it so that you can say "I did it!"

My goal is____.

I will know I am working toward my goal by doing this each day:____
____
____

MY DAILY GOAL RECORD

FRIDAY	SAT	SUN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY

TEACHER APPROVAL

STUDENT SIGNATURE

Appendix L (con't)

GOAL-SETTING

Name______ **Homeroom** [illegible] **Date** 11/17/92

When you choose a goal, it should do the following things:

1. You need be able to describe it in words.
2. It must be possible for you to achieve.
3. You must be able to accomplish it by yourself. If another person is involved, you must receive their permission first.
4. You must be able to keep track of it so that you can say "I did it!"

My goal is to finish my homework [illegible]

I will know I am working toward my goal by doing this each day: do it when I get home

MY DAILY GOAL RECORD

FRIDAY	SAT	SUN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
✓	X	✓	✓	✓	✓	✓
✓	X	✓	✓	✓	✓	✓

Mrs. MacQueen
TEACHER APPROVAL

STUDENT SIGNATURE

WEEK NUMBER:
1

WEEKLY SCHEDULE

DATE:

TEACHER NOTES	TEACHER'S DUTIES	SOCIAL SKILLS	ORGANIZATIONAL SKILLS	CONFLICT RESOLUTION
	Begin class behavior checklist. Establish class rules format. Send home parent forms describing the intervention program. Use Cooperative Discipline strategies when applicable. Administer student self-evaluation surveys: Behavior Observation Checklist How I See Myself At School	Develop classroom rules through student brainstorming in homeroom groups. Select students from homerooms to compile fifth grade rules with teacher supervision. Form base groups. Make base group mobiles in homerooms. Practice LEADER and ENCOURAGER roles in homeroom class meetings. Discuss building blocks for a class meeting in homerooms using teacher-prepared poster.	Introduce assignment notebook. A. Start daily checking procedures by parent and teacher. B. Assign a peer checker for each base group.	Begin lessons in Creating the Peaceable School: Topic: Building Responsibility Section I: Lessons 1-7 Schedule time during homeroom class meetings.

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WEEK NUMBER:
2

WEEKLY SCHEDULE

DATE:

TEACHER NOTES	TEACHER'S DUTIES	SOCIAL SKILLS	ORGANIZATIONAL SKILLS	CONFLICT RESOLUTION
	Make daily entries on behavior checklists. Use Cooperative Discipline strategies when needed. Record information from student self-evaluation surveys. TEACHER TROUBLESHOOTING MEETING: Meet with other fifth grade teachers after school to discuss the progress of: 1. Conflict Resolution Strategies 2. Peer assignment notebook checking 3. Social Skills # 1, 2, 3 4. Class Meetings Send home weekly work completion letters for parent signature.	Use T-Charts for discussion and practice of Social Skills during rotation classes: 1. Listening 2. 6" Voices 3. One Person Talks at a Time Practice the roles of: 1. RECORDER 2. REPORTER Apply social skills and roles from Weeks 1 and 2 to academic tasks.	Introduce goal-setting procedures in homeroom. Check assignment notebook progress. Change peer group assignment notebook checker in each group.	Present lessons in Creating the Peaceable School: Topic: Understanding Conflict Section 2: Lessons 1-4 Schedule time during homeroom class meetings.

WEEK NUMBER:
3

WEEKLY SCHEDULE

DATE:

TEACHER NOTES	TEACHER'S DUTIES	SOCIAL SKILLS	ORGANIZATIONAL SKILLS	CONFLICT RESOLUTION
	Continue daily entries on behavior checklists. Use Cooperative Discipline strategies when applicable. Begin individual goal-setting conferences Friday morning. Fill our Student Performance Surveys and compare results to May, 1995, surveys. Send home weekly work completion letters for parent signature. Meet on Friday to compile Probable Cause data for Chapter 2.	Use T-Charts for discussion and practice of Social Skills during rotation classes: 4. Stay with your group. 5. Keep hands and feet to self. 6. Include all members. Practice the roles of: 1. MATERIALS MANAGER 2. OBSERVER Use the roles and social skills introduced during Weeks 1-3 in selected academic tasks.	Continue goal-setting procedures in homerooms. Begin individual goal-setting conferences in homerooms. Check assignment notebook progress. Change peer group assignment notebook checker in each group.	Present lessons in Creating the Peaceable School: Topic: Responses to Conflict Section 2: Lessons 5-11 Schedule time during homeroom class meetings.

WEEK NUMBER:
4

WEEKLY SCHEDULE

DATE:

TEACHER NOTES	TEACHER'S DUTIES	SOCIAL SKILLS	ORGANIZATIONAL SKILLS	CONFLICT RESOLUTION
	Continue daily entries on behavior checklists. Use Cooperative Discipline strategies when applicable. Continue individual goal-setting conferences Friday morning. Send home weekly work completion letters for parent signature. TEACHER TROUBLESHOOTING MEETING: Discuss the results of behavior checklists. Discuss the progress of of social skills instruction. Discuss the progress of conflict resolution instruction. Discuss goal-setting conferences.	Use T-Charts for discussion and practice of Social Skills during rotation classes: 7. Encouraging others. 8. Staying on task. Practice the roles of: 1. EXPERIMENTER 2. CALCULATOR Use the roles and social skills introduced during Weeks 1-4 in selected academic tasks. Use a minimum of 2 class periods during the week in which cooperative learning techniques are used in each rotation class.	Introduce portfolio procedures in homerooms. Design portfolio covers. Continue individual goal-setting conferences in homerooms. Check assignment notebook progress. Change peer group assignment notebook checker in each group.	Present lessons in Creating the Peaceable School: Topic: Understanding Peace and Peacemaking Section 3: Lessons 1-6 Schedule time during homeroom class meetings.

WEEK NUMBER:
5

WEEKLY SCHEDULE

DATE:

TEACHER NOTES	TEACHER'S DUTIES	SOCIAL SKILLS	ORGANIZATIONAL SKILLS	CONFLICT RESOLUTION
	Continue daily entries on behavior checklists. Use Cooperative Discipline strategies when applicable. Continue individual goal-setting conferences Friday morning. Send home weekly work completion letters for parent signature. Review and revise class rules as needed.	Use the roles and social skills presented during Weeks 1-4 in academic class groups. Discuss and record other possible roles related to different tasks. Plan for a minimum of 2 class periods during the week in which cooperative learning techniques are used in each rotation class.	Choose one item from each class for portfolios. Continue individual goal-setting conferences in homerooms Friday morning. Check assignment notebook progress. Change peer group assignment notebook checker in each group.	Present lessons in Creating the Peaceable School: Topic: Communication Section 3: Lessons 7-11 Schedule time during homeroom class meetings.

WEEK NUMBER:
6

WEEKLY SCHEDULE

DATE:

TEACHER NOTES	TEACHER'S DUTIES	SOCIAL SKILLS	ORGANIZATIONAL SKILLS	CONFLICT RESOLUTION
	Continue daily entries on behavior checklists. Use Cooperative Discipline strategies when applicable. Continue individual goal-setting conferences Friday morning. Send home weekly work completion letters for parent signature. TEACHER TROUBLESHOOTING MEETING: Discuss individual behavior modification as needed for selected students. Review behavior checklists, Cooperative Discipline strategies, and goal-setting conferences. Discuss modifications if they are necessary.	Review the roles and social skills presented during Weeks 1-5 in academic task groups. Plan for a minimum of 2 class periods during the week in which cooperative learning techniques are used in each rotation class.	Check portfolios and choose one item from each class for portfolio inclusion. Continue individual goal-setting conferences in homerooms Friday morning. Check assignment notebook progress. Change peer group assignment notebook checker in each group.	Present lessons in Creating the Peaceable School Topic: Understanding Mediation Section 4: Lessons 1-4 Schedule time during homeroom class meetings.

WEEK NUMBER: 7

WEEKLY SCHEDULE

DATE:

TEACHER NOTES	TEACHER'S DUTIES	SOCIAL SKILLS	ORGANIZATIONAL SKILLS	CONFLICT RESOLUTION
	Continue daily entries on behavior checklists. Use Cooperative Discipline strategies when applicable. Continue individual goal-setting conferences Friday morning. Send home weekly work completion letters for parent signature. Check progress of discipline incidents. List and discuss the behavior of students who are not responding to previous interventions. Collect portfolios for content checking. If the portfolios are not complete, conference with individual students.	Review Social Skills 1,2, and 3 through role playing. Have students evaluate their own progress in the use of social skills.	Check assignment notebook progress. Change peer group assignment notebook checker in each group. Continue individual goal-setting conferences in homerooms Friday morning. Check portfolios. Have students construct a table of contents for portfolios. Choose one item from each class for portfolio inclusion. Revise assignment notebook procedures if necessary.	Present lessons in Creating the Peaceable School: Topic: Mediation Steps Section 4: Lessons 5-10 Schedule time during homeroom class meetings.

WEEK NUMBER:
8

WEEKLY SCHEDULE

DATE:

TEACHER NOTES	TEACHER'S DUTIES	SOCIAL SKILLS	ORGANIZATIONAL SKILLS	CONFLICT RESOLUTION
	Continue daily entries on behavior checklists. Use Cooperative Discipline strategies when applicable. Continue individual goal-setting conferences Friday morning. Send home weekly work completion letters for parent signature. Check portfolios. TEACHER TROUBLESHOOTING MEETING: Compare behavior checklists. Discuss interventions that do/don't work. Discuss the progress of lessons from Creating the Peaceable School.	Review Social Skills 4, 5, and 6 through role playing. Plan for a minimum of 2 class periods during the week in which cooperative learning techniques are used in each rotation class.	Select one item from each class for student portfolio. Check assignment notebook progress. Continue individual goal-setting conferences on Friday morning	Present lessons in Creating the Peaceable School: Topic: Understanding Negotiation and Setting Up and Modeling Negotiations Section 5: Lessons: 1-5 Schedule time during homeroom class meetings. Create an agenda for open-ended class meetings.

WEEK NUMBER:
9

WEEKLY SCHEDULE

DATE:

TEACHER NOTES	TEACHER'S DUTIES	SOCIAL SKILLS	ORGANIZATIONAL SKILLS	CONFLICT RESOLUTION
	Continue daily entries on behavior checklists. Use Cooperative Discipline strategies when applicable. Continue individual goal-setting conferences Friday morning. Send home weekly work completion letters for parent signature. Check portfolios for completeness and conference with students as necessary.	Review all social skills as needed. Plan for a minimum of 2 class periods during the week in which cooperative learning techniques are used in each rotation class. Review and evaluate the success of two social skills: 1. Listening 2. 6" Voices	Check assignment notebook progress. Change peer group assignment notebook checker in each group. Select one item from each class for student portfolio. Continue individual goal-setting conferences in homerooms Friday morning. Student self-evaluation of portfolios using rubric. Student self-evaluation of goal-setting during conferences.	Present lessons in Creating the Peaceable School: Topic: Points of View and Win-Win Options Section 5: Lessons 6-10 Schedule time during homeroom class meetings.

WEEK NUMBER: 10

WEEKLY SCHEDULE

DATE:

TEACHER NOTES	TEACHER'S DUTIES	SOCIAL SKILLS	ORGANIZATIONAL SKILLS	CONFLICT RESOLUTION
	Continue daily entries on behavior checklists. Use Cooperative Discipline strategies when applicable. Continue individual goal-setting conferences Friday morning. Send home weekly work completion letters for parent signature. Check portfolios for completeness and conference with students. TEACHER TROUBLESHOOTING MEETING: Review, assess, and make necessary changes for the following: 1. Behavior checklists 2. Conflict Resolution 3. Portfolios	Review all social skills as needed. Plan for a minimum of 2 class periods during the week in which cooperative learning techniques are used in each rotation class. Review and evaluate the success of two social skills: 1. Staying with the group 2. Keeping hands and feet to self.	Check assignment notebook progress. Change peer group assignment notebook checker in each group. Select one item from each class for student portfolio. Continue individual goal-setting conferences in homerooms Friday morning. Student self-evaluation of assignment notebook usage using rubric. Student self-evaluation of resolution of personal conflicts using individual behavior checklist.	Present lessons in Creating the Peaceable School: Topic: Group Problem Solving Section 6: Lessons: 1-3 Schedule time during homeroom class meetings.

WEEK NUMBER:
11

WEEKLY SCHEDULE

DATE:

TEACHER NOTES	TEACHER'S DUTIES	SOCIAL SKILLS	ORGANIZATIONAL SKILLS	CONFLICT RESOLUTION
	Continue daily entries on behavior checklists. Use Cooperative Discipline strategies when applicable. Continue individual goal-setting conferences Friday morning. Send home weekly work completion letters for parent signature. Check portfolios for completeness and conference with students as necessary.	Review all social skills as needed. Plan for a minimum of 2 class periods during the week in which cooperative learning techniques are used in each rotation class. Review and evaluate the success of two social skills: 1. Including all members 2. Staying on task	Check assignment notebook progress. Change peer group assignment notebook checker in each group. Select one item from each class for student portfolio. Continue individual goal-setting conferences in homerooms Friday morning. Student self-evaluation of portfolios using rubric. Student self-evaluation of goal-setting during conferences.	Present lessons in Creating the Peaceable School: Topic: Role of Group Problem Solver and Understanding Group Problem Solving Rules Section 6: Lessons: 4-7 Schedule time during homeroom class meetings.

WEEK NUMBER:
12

WEEKLY SCHEDULE

DATE:

TEACHER NOTES	TEACHER'S DUTIES	SOCIAL SKILLS	ORGANIZATIONAL SKILLS	CONFLICT RESOLUTION
	Continue daily entries on behavior checklists. Use Cooperative Discipline strategies when applicable. Continue individual goal-setting conferences Friday morning. Send home weekly work completion letters for parent signature. Check portfolios for completeness and conference with students as necessary. TEACHER TROUBLESHOOTING MEETING: Review progress in all areas. Make changes as necessary. Brainstorm solutions to behavior problems.	Review all social skills as needed. Plan for a minimum of 2 class periods during the week in which cooperative learning techniques are used in each rotation class. Review social skills and cooperatve learning roles as related to tasks.	Check assignment notebook progress. Change peer group assignment notebook checker in each group. Select one item from each class for student portfolio. Continue individual goal-setting conferences in homerooms Friday morning. Student self-evaluation of assignment notebook usage using rubric. Student self-evaluation of resolution of personal conflicts using individual behavior checklists.	Begin open-ended class meetings using class meeting building blocks.

WEEK NUMBER:
13

WEEKLY SCHEDULE

DATE:

TEACHER NOTES	TEACHER'S DUTIES	SOCIAL SKILLS	ORGANIZATIONAL SKILLS	CONFLICT RESOLUTION
	Continue daily entries on behavior checklists. Use Cooperative Discipline strategies when applicable. Continue individual goal-setting conferences Friday morning. Send home weekly work completion letters for parent signature. Check portfolios for completeness and conference with students as necessary.	Review all social skills as needed. Plan for a minimum of 2 class periods during the week in which cooperative learning techniques are used in each rotation class. Review social skills and cooperative learning roles as related to tasks.	Check assignment notebook progress. Change peer group assignment notebook checker in each group. Select one item from each class for student portfolio. Continue individual goal-setting conferences in homerooms Friday morning. Student self-evaluation of portfolios using rubric. Student self-evaluation of goal-setting during conferences.	Continue open-ended class meetings using class meeting building blocks.

WEEK NUMBER:
14

WEEKLY SCHEDULE

DATE:

TEACHER NOTES	TEACHER'S DUTIES	SOCIAL SKILLS	ORGANIZATIONAL SKILLS	CONFLICT RESOLUTION
	Continue daily entries on behavior checklists. Use Cooperative Discipline strategies when applicable. Continue individual goal-setting conferences Friday morning. Send home weekly work completion letters for parent signature. Check portfolios for completeness and conference with students as necessary. TEACHER TROUBLESHOOTING MEETING: Review progress in all areas. Make changes as necessary. Brainstorm solutions to behavior problems.	Review all social skills as needed. Plan for a minimum of 2 class periods during the week in which cooperative learning techniques are used in each rotation class. Review social skills and cooperatve learning roles as related to tasks.	Check assignment notebook progress. Change peer group assignment notebook checker in each group. Select one item from each class for student portfolio. Continue individual goal-setting conferences in homerooms Friday morning. Student self-evaluation of assignment notebook usage using rubric. Student self-evaluation of resolution of personal conflicts using individual behavior checklists.	Continue open-ended class meetings using class meeting building blocks. Begin training peer mediators using Teaching Students to be Peacemakers (Chapters 6 & 7)

WEEK NUMBER:
15

WEEKLY SCHEDULE

DATE:

TEACHER NOTES	TEACHER'S DUTIES	SOCIAL SKILLS	ORGANIZATIONAL SKILLS	CONFLICT RESOLUTION
	Continue daily entries on behavior checklists. Use Cooperative Discipline strategies when applicable. Continue individual goal-setting conferences Friday morning. Send home weekly work completion letters for parent signature. Check portfolios for completeness and conference with students as necessary.	Review all social skills as needed. Plan for a minimum of 2 class periods during the week in which cooperative learning techniques are used in each rotation class. Review social skills and cooperative learning roles as related to tasks.	Check assignment notebook progress. Change peer group assignment notebook checker in each group. Select one item from each class for student portfolio. Continue individual goal-setting conferences in homerooms Friday morning. Student self-evaluation of portfolios using rubric. Student self-evaluation of goal-setting during conferences.	Continue open-ended class meetings using class meeting building blocks. Continue training peer mediators using Teaching Students to be Peacemakers. (Chapters 6 & 7)

WEEK NUMBER:
16

WEEKLY SCHEDULE

DATE:

TEACHER NOTES	TEACHER'S DUTIES	SOCIAL SKILLS	ORGANIZATIONAL SKILLS	CONFLICT RESOLUTION
	Continue daily entries on behavior checklists. Use Cooperative Discipline strategies when applicable. Continue individual goal-setting conferences Friday morning. Send home weekly work completion letters for parent signature. Check portfolios for completeness and conference with students as necessary. TEACHER TROUBLESHOOTING MEETING: Review progress in all areas. Make changes as necessary. Brainstorm solutions to behavior problems.	Review all social skills as needed. Plan for a minimum of 2 class periods during the week in which cooperative learning techniques are used in each rotation class. Review social skills and cooperatve learning roles as related to tasks.	Check assignment notebook progress. Change peer group assignment notebook checker in each group. Select one item from each class for student portfolio. Continue individual goal-setting conferences in homerooms Friday morning. Student self-evaluation of assignment notebook usage using rubric. Student self-evaluation of resolution of personal conflicts using individual behavior checklists.	Continue open-ended class meetings using class meeting building blocks. Continue training peer mediators using Teaching Students to be Peacemakers (Chapters 6 & 7)

Appendix N

Friday Schedule

WEEK OF Jun. 2-5 - Barb MacQueen

	8:00-8:10	8:10-8:55	9:05-9:30 GRAMMAR	9:30-9:55	9:55-10:20	10:20-10:45	10:45-11:10	11:10-11:35	11:40-12:2[0]	-12:30	Exam 12:30-12:55	12:55-1:40 Reading	1:40-2:25 Math	2:25-2:3[0]
MONDAY	ATTENDANCE / LUNCH COUNT / ANNOUNCEMENTS / SILENT RDG./AM		NO SCHOOL	CHORUS	P.E.	Same as 9:05	Same as 9:05	Same as 9:05	LUNCH	Prepare for P.M. reading and math class. Read alouds.	Same as 9:05	① Talk about author Bette Bao Lord - Tues ② Quickwrite difference in new country + feelings they might have if in new country. ③ Vocab Transparency + look up vocab.	*① 4 overhead review probs. ② Review division - ③ Start P 30	Dismiss / Assignments / Homework / Review
TUESDAY		Band 8:10-8:35	Do DOL #60 Do p. 57 ditto on capitalization. Some must do. Make list of reasons for capitalization.	Class Mtg p.152-154 in grps	P.E.	Same as 9:05	Same as 9:05	Same as 9:05			Same as 9:05	↓	* 4 overhead review probs. ↓	
WEDNESDAY	Library 8:05-8		11:45 Geography Bee Final Round Do DOL #61 Divide into 6 grps. to do song for each of 6 parts of speech.	CHORUS	P.E.	Same as 9:05	Same as 9:05	Same as 9:05			Same as 9:05	① Write vocab sent. together ② Read silently Year of Boar p. 39-43. (twice) Pay attention - discuss what they think will happen in June	*① 4 overhead r probs. ② Do division [illegible] ③ Finish P32	
THURSDAY			Do DOL #62 Work on groups for 6 parts of speech Start presenting songs	Class Mtg p.154-155 in grps	P.E.	Same as 9:05	Same as 9:05	Same as 9:05			Same as 9:05	① Read p. 43-51 about June. How does baseball help Shirley make discoveries about herself + her country	*① 4 overhead review probs. ② Read p. 78 Do p 79 #1-10. Correct individually	
FRIDAY		Band 8:10-8:35 DARE 8:55-9:15	Art 10:25-11:10 Snow pictures. ① sheet blue construction paper - white paint [illegible]	CHORUS	P.E.	Sp Test 9:15-9:30 Class Mtg. 11:10-11:25 Consensus Building Goal Setting Conf. 11:25-11:40					Reading 12:30-1:15 Do [illegible] book [illegible] exam + summary		Math 1:15-2:00 Test on division	Fun Fridays 2:00-2:30

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Appendix O

S.T.A.R. Student Behavior Sheet

S.T.A.R. Plan (Success Through Acting Responsibly)

My behavior (What am I doing?)

____

____

____

____

My plan (I will . . .)

____

____

____

____

Name ______________________________ Date __________

S.T.A.R. Plan (Success Through Acting Responsibly)

My behavior (What am I doing?)

I was talking in class!

My plan (I will . . .

I need to Stop talking in class!

I may htt to move to a diffrent seat

Name

Date 12- -95

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Appendix P

Weekly Work Completion Notes

DATE:______________

DEAR______________________,

CONGRATULATIONS!

YOU HAVE COMPLETED ALL OF YOUR WORK THIS WEEK. ENJOY *FUN FRIDAY!*

KEEP UP THE GOOD WORK,

MRS. BERRY
MRS. JOHNSON
MRS. LEHNE
MRS. MACQUEEN
MR. MONAHAN

I HAVE SEEN THE ABOVE FRIDAY ASSIGNMENT NOTE.

____
PARENT SIGNATURE

DATE:______________

DEAR______________________,

THE FOLLOWING ASSIGNMENTS HAVE NOT BEEN COMPLETED THIS WEEK. YOU WILL BE REQUIRED TO ATTEND ***FRIDAY STUDYHALL*** TODAY.TAKE ALL MATERIALS WITH YOU. IF YOU FINISH YOUR OVERDUE WORK, YOU WILL NEED A LIBRARY BOOK TO READ. ALL INCOMPLETE ASSIGNMENTS MUST BE TURNED IN BY MONDAY TO RECEIVE CREDIT UNLESS YOU WERE ABSENT.

MRS. BERRY, MRS. JOHNSON,
MRS. LEHNE, MRS. MACQUEEN,
AND MR. MONAHAN

OVERDUE ASSIGNMENT	INITIALED BY TEACHER IF COMPLETED ON FRIDAY
1	
2	
3	
4	
5	
6	
7	

I HAVE SEEN THE ABOVE FRIDAY ASSIGNMENT NOTE.

____
PARENT SIGNATURE

DATE: March 1

DEAR [redacted],

THE FOLLOWING ASSIGNMENTS HAVE NOT BEEN COMPLETED THIS WEEK. YOU WILL BE REQUIRED TO ATTEND ***FRIDAY STUDYHALL*** TODAY. TAKE ALL MATERIALS WITH YOU. IF YOU FINISH YOUR OVERDUE WORK, YOU WILL NEED A LIBRARY BOOK TO READ. ALL INCOMPLETE ASSIGNMENTS MUST BE TURNED IN BY MONDAY TO RECEIVE CREDIT UNLESS YOU WERE ABSENT.

MRS. BERRY, MRS. JOHNSON,
MRS. LEHNE, MRS. MACQUEEN,
AND MR. MONAHAN

	OVERDUE ASSIGNMENT	INITIALED BY TEACHER IF COMPLETED ON FRIDAY
1	Spelling Lesson 18 T-chart ✓	
2	Band Practice Sheet	
3	~~Science Drawing~~ BAM 3/1	
4	~~Science Lesson Review~~ BAM 3/1	
5		
6		
7		

I HAVE SEEN THE ABOVE FRIDAY ASSIGNMENT NOTE.

[redacted]
PARENT SIGNATURE

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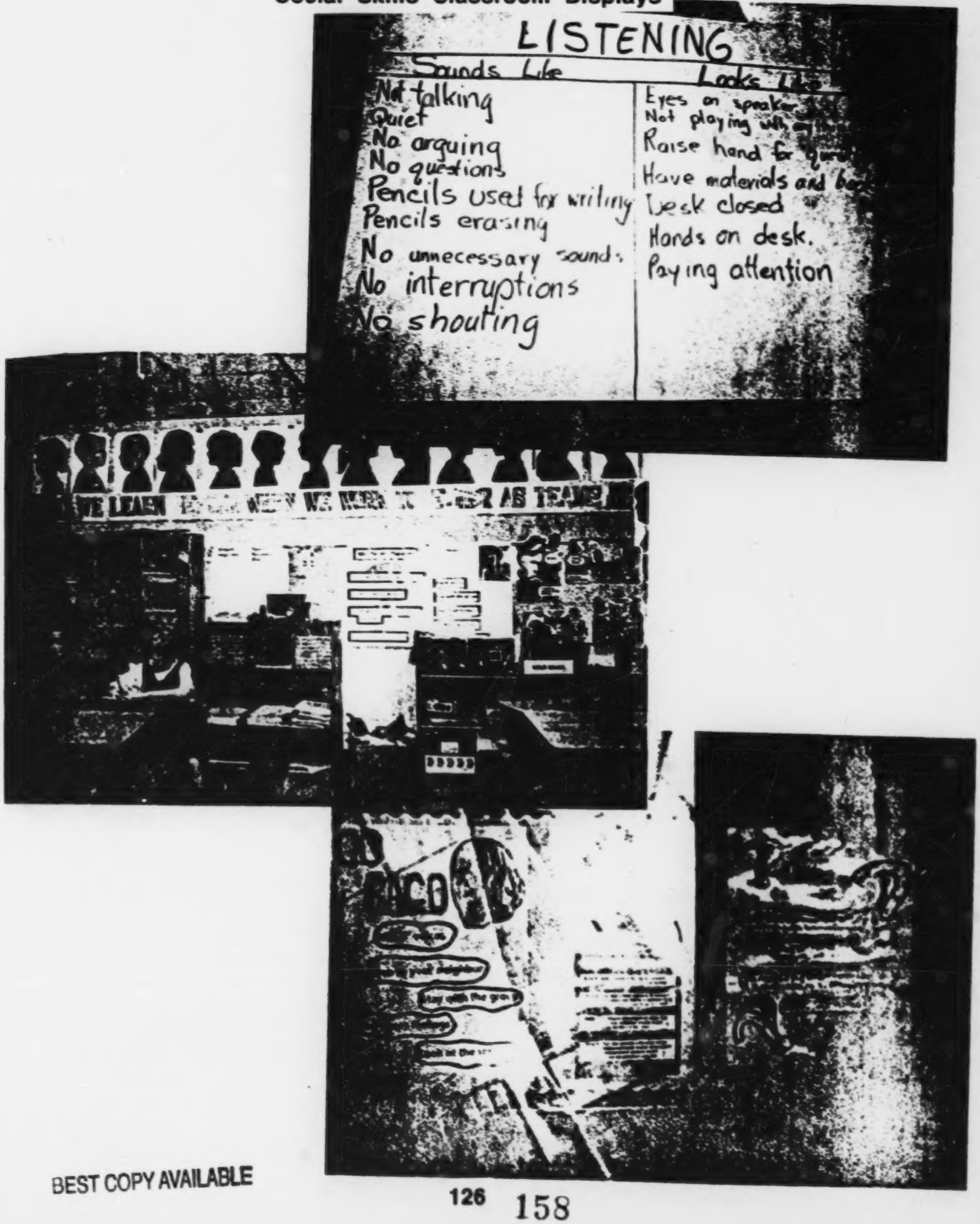
Appendix Q

Social Skills Classroom Displays



LISTENING

Sounds Like	Looks Like
Not talking	Eyes on speaker
Quiet	Not playing with
No arguing	Raise hand for
No questions	Have materials and
Pencils used for writing	Desk closed
Pencils erasing	Hands on desk.
No unnecessary sounds	Paying attention
No interruptions	
No shouting	

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Appendix R

Rules and Consequences
Created by Fifth Grade Students
Fall, 1995

RULES AND CONSEQUENCES
CREATED BY THE FIFTH GRADE STUDENTS
AUGUST, 1995

1. Respect everyone's property.
   Possible consequences for breaking the rule:
   A. Return the item in good condition.
   B. Write an apology to the other student.
   C. Write a letter to the teacher explaining the situation.
   D. Replace the broken item with parental approval.

2. Be responsible for getting your work done.
   Possible consequences for breaking the rule:
   A. Lower the grade.
   B. Lose Fun Friday free time.
   C. Lose recess time.
   D. Conference between student and teacher.
   E. Conference between parent and teacher.
   F. Conference between parent and principal.
   G. Conference between student, parent, and teacher or principal.

3. Be kind when others are mean to you.
   Possible consequences for breaking the rule:
   A. Teacher-student conference.
   B. Recess detention.
   C. Go to the principal's office.
   D. Teacher or principal call home.
   E. Stay after school.

4. Do not hurt people physically or mentally.
   Possible consequences for breaking the rule:
   A. Apologize.
   B. Meet with the teacher
   C. Stay in at recess.
   D. Go to the principal.
   E. Contact the parents.

5. Be quiet in class.
   Possible consequences for breaking the rule:
   A. Go to time-out area and fill out form.
   B. Leave the classroom.
   C. Meet with the teacher at recess.
   D. Go to the principal.

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Appendix S

Sample Missing Assignment Records

Missing Assignments Date

Class List Name						

Appendix S (con't)

Missing Assignments Johnson Mar 25-29

Name				Mac Celine Mary	✓ ✓ ✓	
Student A						
Student B	Eng p. 38	SS wkst.	Set 55 math	Speech Cards		
Student C						
Student D						
Student E						
Student F						
Student G	SS wkst	Speech Cards	Math Set #11-2c			
Student H						
Student I						
Student J						
Student K						
Student L						
Student M	SS wkst	p 55 math	Speech Cards			
Student N						
Student O						
Student P	SS wkst.	Speech Cards				
Student Q						
Student R						
Student S						
Student T						
Student U	SS wkst.	Speech Cards				
Student V						
Student W						
Student X	wk. p. 38 [illegible]	SS wkst	Speech Cards	[illegible]		
Student Y	Speech Cards					

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Appendix T

Sample Individual Student Contracts

1 listen
2 do work
3 don't mess around
4 be quiet
5 don't talk
6 don't fight
7 follow directions
8 sit down
9 only talk if teacher alows
10 getting here on time
I'll keep doing what I said

I will do this when I come to class.

be ready for Math
sit quitly and wait for instrauchurnes
be reday for a tests
be reday for Math problems
Bring matels
Don't talk or eany nosie
Be Queit
listen to the theacher
Don't talk wen teacher is talking
Be good
have a good lesson
Respect other people talk
Respect when other peoples proprty
Don't diterbe clas with [illegible]
Be quiet when its time to work
Have work on time

[redacted]
Dec. 13. 1995

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Appendix U

Sample Daily and Weekly Checklist

DAILY and WEEKLY CHECK IN
for the Parents of ________________
WEEK OF ________________

CLASS	Monday ___	Tuesday ___	Wednesday ___	Thursday ___
Social Studies				
Science				
English				
Computer Spelling				
Writing				
Reading				
Math				
Other				

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Appendix U (con't)

[redacted] 5/28/96

DAILY and WEEKLY CHECK IN [redacted] 1/24/96
for the Parents of [redacted]
WEEK OF Jan. 22

CLASS	Monday	Tuesday	Wednesday	Thursday + Fri classes
Social Studies		Test on D.G. tomorrow. J. Lehne	Ok J. Lehne	Good J. Lehne
Science	good → ABSENT	→	P.L. [illegible]	[illegible]
English	good	Did not do DOL unless forced to do so. Rest of time behavior was good. BAM	Behavior Good BAM Did not have assignment p. 93 B+C done.	Wasted 10 min before starting homework assignment. BAM
Computer Spelling	good	[illegible] SGB	STILL HAS NOT MADE UP UNIT 14 TEST - [illegible] SGB	Good SGB
Writing	good	Worked well today. Sm	OK job today Sm	very good Sm
Reading	good	Did not do or even start homework in class - (writing a fable). BAM	BAM Good. He wrote a good fable in class	Good. BAM
Math	good	Had trouble getting started but then worked well. Sm	Again, had trouble getting to work but changed that. Sm	OK Sm
Other	good			

Friday

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Appendix V

Two-Minute Intervention

Two-Minute Intervention

The following motivational strategy has a success rate of 85%. The goals of the intervention are: 1) to improve the communication between the teacher and the student 2) to reduce the instances of passive/aggressive behavior from the student 3) to increase the amount of positive contact between the student and the teacher 4) to do something risky and unexpected that will change the relationship between the teacher and student. As with any strategy it is important that the teacher understand the task and is willing to invest the time and energy to "insure" success.

1. Pick a student in your class who could benefit from the four goals listed above.

2. For ten (10) consecutive days spend two (2) minutes of undivided time with the student. At the beginning two minutes may be a little long but I suggest no more than two minutes.

3. Make the conversation light and in the beginning the teacher will take the lead. The subject matter is not as important as the time but if you observe a student for a few days you will get clues as to what the student might enjoy discussing.

4. At the end of each conversation offer the student a sincere compliment (different from the preceding compliment.)

5. Toward the end of the intervention the teacher should be talking less and listening more.

A few words of wisdom:

- If in fifteen days you are not noticing a positive change then stop the intervention.
- Concentrate on only one student at a time and keep the intervention private.
- The odds of success should be in the teacher's favor.
- Expect anything!!!!

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Appendix V (con't)

Two-Minute Intervention
With Student A

I started my two minute intervention on Tuesday with a homeroom student I shall call student A. I chose to talk with this student for several reasons. Student A has had a very dysfunctional family. His parents divorced several years ago; his mother has recently remarried and his father is a heavy drinker (possibly an alcoholic). I recently filled out the ACTORS paperwork so that a doctor could determine whether he is ADD and could prescribe medication for what appears to be hyperactivity. I feel that he is a much more able student than his grades indicate.

This intervention was started on Tuesday, December 12. Student A does not play in our fifth grade band, so he has a study hall four days per week. This half hour of study hall gives me ample opportunity to talk with Student A on a one-to-one basis for several minutes. Even though other students are in the room at the same time, I still attempt to talk with him individually.

We discussed many topics, including his recent move to a different house, and the details about his "new" home. He has mentioned how he helps care for his sister who is now one and a half years old, which seems to be his biggest job at home. Student A also talked about his weekend with his father. They went bowling at Lakeside Lanes; so the discussion was about how well he and his father had bowled. He says that he has bowled since he was four years old. On several occasions we talked about school assignments that he could not find, or needed help on. After Christmas, Student A shared his list of Christmas presents; a list I would have been happy to receive as a ten-year-old.

Appendix V (con't)

In some ways I feel very optimistic about the effects of the two minute intervention on Student A, while in other ways I see very little change. The problems of having a possible attention deficit are still with him. These include being unable to focus on what is happening in the classroom, impetuosity, inability to stay seated for long periods of time, and inability to form strong relationships with other students. Student A also has a problem dealing with his father's heavy drinking and his mother's new marriage.

I think that the area in which I am most optimistic is in how I feel about Student A. In talking to a student on a one-to-one basis for ten days, you find out so many likable things about them. I truly feel that he has a lot of ability, that he is a caring person, and that he has much to offer to the rest of the class. As of January 26, Student A's mother has not taken him to a doctor to determine his chances of having ADD. Therefore, I am still waiting to see what can be done to improve his grades, attention, and interpersonal relationships in school through medication or counseling.

Appendix W

Behavior Intervention Checklist Data
March, 1996

March 30
5th Grade
Tally
122

EVALUATION OF STUDENT PERFORMANCE

STUDENTNAME________________________

TEACHERNAME________________________

Please rate the above student using the following numbers:
0 - almost never 1 - rarely 2 - sometimes 3 - often
4 - very often 5 - almost always

		Infrequently			Frequently			
ACADEMIC SKILLS		0	1	2	3	4	5	
unable to grasp the concepts	80%	36	28	33	16	6	3	20%
lacks the background knowledge needed	83%	40	32	29	13	4	4	17%
chooses not to do homework	79%	45	31	20	7	16	3	21%
does not understand how to do the homework	82%	40	27	33	13	6	3	18%
forgets homework or says it is somewhere else	76%	38	38	17	11	13	5	24%
does not prepare for tests	77%	32	41	21	12	12	4	23%
disorganized	71%	36	32	20	13	7	14	29%
does not ask questions or ask for extra help	72%	41	31	16	18	12	4	28%
does not complete classroom assignments	79%	44	33	19	7	10	9	21%
SOCIAL SKILLS		0	1	2	3	4	5	
breaks rules	93%	81	14	19	6	2	0	7%
harms others	99%	103	13	5	1	0	0	1%
breaks things	100%	111	8	3	0	0	0	
takes others' property	98%	103	12	5	2	0	0	2%
fight	97%	93	13	12	3	0	0	3%
lie	97%	97	15	6	3	1	0	3%
have trouble accepting authority; disobedient	95%	91	16	8	3	3	1	5%
tease classmates	85%	59	26	20	8	8	1	15%
stray from task	69%	36	26	22	14	16	8	31%
yell at others	95%	85	23	9	2	1	1	5%

Please share the strategies that worked for this student ________________________________

__________________________ ______________________

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Appendix X

Types of Behavior Incidences

Types of Behavior Incidents

Types of Incidents	Tallies of Incidents	Total
Unprepared - No Materials or Hallpass	𝍸 𝍸 𝍸 𝍸 𝍸 |	26
Throwing Things Across Room	𝍸 𝍸 |||	13
Destruction of Own Papers or Other Materials	||||	4
Disruptive Behavior During Class and Talking	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 ||	47
Swearing During Class	|	1
Interpersonal Problems with Other Students Outside of Class-time	𝍸	5
Inattentive	|	1
Refusal to do work - Uncooperative	𝍸 ||||	9
Late to Class	||||	4
Disrespectful to Teachers	||	2
Out of Seat	|||	3

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Appendix Y

Student Self-Evaluation Data

March, 1996

HOW I SEE MYSELF AT SCHOOL

Fifth Grade Totals

March 30 114 stude

Put an X in the box that best tells how you see yourself at school.

		Frequently		Infrequently		
		Almost always	Usually	Sometimes	Almost never	Never
1	I choose things I want to learn about a topic.	50	44%		56%	64
2	I plan what I want to learn about a topic.	58	51%		49%	56
3	I complete learning about a topic I have chosen.	87	77%		23%	27
4	I find some school work hard to understand.	24	21%		79%	90
5	I choose to complete homework.	95	83%		17%	19
6	I understand how to do homework.	80	70%		30%	34
7	I bring my homework to class.	93	81%		19%	21
8	I practice until I have learned necessary skills.	66	58%		42%	48
9	I have patience to work on assignments that take longer than usual.	76	67%		33%	38
10	I am organized.	79	69%		31%	35
11	I study for tests.	63	55%		45%	51
12	I always try to do my best work.	103	90%		10%	11
13	I try to find answers to questions on my own.	71	62%		38%	43
14	When I get to choose an assignment, I choose something challenging.	37	32%		68%	77
15	If I make mistakes, I try to correct them.	85	74%		26%	29
16	I complete assignments in class when they are required.	79	69%		31%	35
17	I find something to do in the classroom when my work is done.	92	80%		20%	22
18	I ask questions when I do not understand.	83	73%		27%	31
19	I express my opinion in group work.	81	72%		28%	33
20	I enjoy doing my school work.	39	34%		66%	75

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Appendix Z

Portfolio Self-Evaluation

PORTFOLIO SELF-EVALUATION

by____________________

Try to choose five to ten examples of each subject from the papers in your portfolio. If you have fewer than five in some subjects, it's okay. Then answer the following questions:

1. How did you choose all of the papers in your portfolio? What were the reasons you thought that a particular paper should be included?

____

____

2. Which assignment included in your portfolio is the one on which you felt you did your best work?

____

Why did you choose this assignment as your best?________________

____

3. Which assignment do you think you could improve?

____

Why do you think this assignment could be done better?

____

4. Do you have more papers from one class than another?_____

If so, which class has the most papers?________________

Why are there more for this class?____________________

5. What do you plan to do with your portfolio papers at the end of the year?

____

6. If you were planning to keep papers in another portfolio next year, what changes would you make in how you selected the papers for your portfolio?

____

Appendix Z (con't)

PORTFOLIO SELF-EVALUATION

by____________________

Try to choose five to ten examples of each subject from the papers in your portfolio. If you have fewer than five in some subjects, it's okay. Then answer the following questions:

1. How did you choose all of the papers in your portfolio? What were the reasons you thought that a particular paper should be included?
I choose them by Grades and art I liked. If I did good on It I'd add it in.

2. Which assignment included in your portfolio is the one on which you felt you did your best work? Probably Science

Why did you choose this assignment as your best? Because I Got good Grades.

3. Which assignment do you think you could improve? Math

Why do you think this assignment could be done better?
Because I'd get better grades.

4. Do you have more papers from one class than another? Yes

If so, which class has the most papers? Science

Why are there more for this class? Because I did good.

5. What do you plan to do with your portfolio papers at the end of the year?
keep it in my room.

6. If you were planning to keep papers in another portfolio next year, what changes would you make in how you selected the papers for your portfolio?
I would keep my best graded paper, and tests.

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Appendix AA

Goal-Setting Progress Checklist

Goal- Setting Progress Checklist

Categories of Goals	9-15	10-6	10-13	10-20	10-27	1-18	2-16	3-1	
Improve Grade	4	8	12	9	12	9	14	12	80/49%
Clean Desk	2	2	1	1	1	4	2	1	14/9%
Materials Hndlng.	1	1	0	0	0	2	0	0	4/2%
Get Work Done	4	5	7	9	7	6	6	7	51/31%
Improve Behavior	0	2	2	2	2	2	0	0	10/6%
Improve Skill	0	1	1	1	1	0	1	0	5/3%
									164/100%

inconsistent due to absences

Appendix BB

Student Self-Perceptions of Goal-Setting

Student Self- Perception
of Goal- Setting

0 %	4 %	14 %	41 %	41 %
0	1	3	9	9
Accomplished No Goals	Accomplished Goal 1-2 Times	Accomplished Goals over ½ Time	Accomplished All But One	Accomplished All

Appendix CC

Classroom Goal-Setting Records

Name	10/27	11/3/95	1/5/96	1/11/96	1/18	[illegible]/16
Student A	Imp science	Failed Test	Rdng - write classroom	Caught up	Rdng good ↑ math	Math
Student B	X Test	No test given yet	Play Tests [illegible]	Tries	Math OK Soc ST ↑	[illegible] SS ↑ [illegible] FFriday
Student C	Attn in science.	absent	Do JOB	No.....	Desk clean...	Stay w/desk
Student D	Imp Science	Failed Test	Imp rdng	OK	↑ Rdng	Cont rdng
Student E	- - - - -	- - - - -	- - - - -	- - - - -	-	
Student F	Imp Eng grade	New test give [illegible] A	Clean desk - daily	Not BAD!	↑ Math.	moving
Student G	Get homework home	Continuing goal	Keep quiet.	We'll help.	Keep track of [illegible]	Study for SS test
Student H	Imp science	Failed Test	Science OK	Have Fun Fri	Fun Fri	↑ writing
Student I	Fun Friday	Earned F.F. Changed goal	Imp rdng	Worksheets carefully	Continue	↑ math.
Student J	Homework done	Continues to work.	Fun Friday ✓ daily.	4 things to do.	2 Things	Daily assign check.
Student K	27 Don't get in trouble	Better this week	Imp science	Really good!	Not talking	↑ writing science
Student L	Math	Keeping goal.	Imp rdng grade - working	ab	Imp sp + composition	↑ math xfacts SS
Student M	Desk clean	Accomplished	Desk clean ✓ daily	Still working	Imp Eng grade	Clean desk.
Student N	English grade up	Accomplished [illegible]	Raise SS grade [illegible]	At contract	Raise math grade + F	↑ [illegible]ing.
Student O	Have Fun Friday		Clean desk ✓ in am	Better!	Bring FF snacks	↑ math
Student P	Imp Science		Imp writing grade - Down	☹ Need more!	ab	Get FF.
Student Q	10/27 imp math		Clean desk	Good	desk →	Get FF
Student R	Improve Tests	Continue do work	Imp Soc St	Needs to study harder	↑ SS + Eng	Imp SS Tests.
Student S	27 Homework	Imp rdng OK	Fun Friday - Finish work	Still working	FF	SS rdng [illegible]
Student T	Imp rdng	Good..	Clean desk [illegible]	Good.	Clean desk	F[illegible]
Student U	Science grade		Take homework home.	Good	get prgm [illegible]	↑ [illegible]
Student V	Imp English	Continue do work	A in Soc. St.	OK	FF music	[illegible]
Student W	Catch up Note book		ab	Still working	→	[illegible] ↑
Student X	[illegible]	Not completely done	Clean desk	✓ During Band	FF	^
Student Y	27 Spelling	Much better!	Desk clean	OK	Clean desk ☺	[illegible]

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